DOCUMENT RESUME

ED 168 608 IR 007 526

AUTHOR	Slawsky, Dorothy A., Ed.
TITLE	ERIC Information Analysis Products, 1975-1977.
INSTITUTION	ERIC Processing and Reference Facility, Bethesda, Md.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Dec 78
CONTRACT	400-76-0031
NOTE	168p.; For related documents, see ED 029 161, ED 034 089, ED 041 598, ED 054 827, ED 077 512, ED 087 411, and ED 126 856 ; Small print marginally legible
AVAILABLE FROM	ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, MD 20014 (Free while supply lasts)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; *Clearinghouses; *Education; Federal Programs; Information Centers; Information Sources; *Publications; *State of the Art Reviews
IDENTIFIERS	*Educational Information; *ERIC

ABSTRACT

This most recent in a series of bibliographies of publications produced by the individual ERIC Clearinghouses lists 600 information analysis products (IAP's)-- bibliographies, research reviews, state of the art and interpretive studies on topics of current interest--published over a 2-1/2 year period. Designed to list, organize, review, and synthesize the education literature to meet the needs of ERIC users, these publications include both documents and journal articles. The format and arrangement of citations in this bibliography conform to those in the original announcements in RIE and CIJE, and subject, author, and institution indexes are provided. Information for ordering is given for those publications which are available from the clearinghouses which produced them. In addition, IAP's that are announced in RIE are contained in all ERIC microfiche collections and may be ordered in microfiche or photocopy from the ERIC Document Reproduction Service (EDRS). Journal articles announced in CIJE are available in libraries retaining the journals in which they were published; reprints may also be available from University Microfilms International (UMI), depending on the journal. (BBM)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED168608

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EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Educational Resources Information Center

ERIC®

Information Analysis Products
1975-1977

**An Annotated Bibliography of Information Analysis
Publications of the ERIC Clearinghouses
July 1975 Through December 1977**

Dorothy A. Slawsky, Editor
**ERIC Processing and Reference Facility
Bethesda, Maryland**

December 1978

U. S. Department of Health, Education, and Welfare
Joseph A. Califano, Jr., Secretary
Mary F. Berry, Assistant Secretary for Education

National Institute of Education
Patricia Albjerg Graham, Director

Washington, D.C. 20208

IR 007 526

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Introduction

The ERIC System

ERIC, an acronym for Educational Resources Information Center, is a nationwide information system sponsored and supported by the National Institute of Education (NIE). ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses located at universities or with professional organizations across the country (see Section VI of this publication for a complete list of ERIC components).

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals: *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE), provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,200 documents. RIE is published by the Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index to over 700 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,700 journal articles. CIJE is available on subscription from Oryx Press.

Information Analysis Products (IAP's)

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, and many similar documents designed to meet the information needs of ERIC users.

Publications of the ERIC Clearinghouses are called "Information Analysis Products" (or, briefly, IAP's). Each IAP is put into the ERIC system and announced in RIE or CIJE.

Bibliographies of ERIC Information Analysis Products

Periodically, ERIC prepares bibliographies of its Information Analysis Products. Items announced in these compilations are submitted by the ERIC Clearinghouses and reviewed by Central ERIC. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the eighth bibliography in this series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHY	SIZE	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974, FY 1975	534
		FY 1976, FY 1977, FY 1978 (through December 1977)	600
		TOTAL IAP'S (1968-1977)	3,116

This bibliography covers the 2½ year period from July 1975 through December 1977. It lists a total of 600 documents and journal articles. IAP's that have been produced through the cooperative endeavors of two or more Clearinghouses have been announced under the Clearinghouse processing the item for RIE. The following seven IAP's (ED accessions) that are not available from the ERIC Document Reproduction Service have been excluded from this bibliography: ED-114 157 (JC), ED-115 334 (JC), ED-119 782 (JC), ED-122 897 (JC), ED-133 933 (EC), ED-140 988 (PS), ED-145 919 (JC).

Organization of this Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement journals, RIE and CIJE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order, with ED accessions (from RIE) preceding EJ accessions (from CIJE). The content of the citations is the same as that in RIE and CIJE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED—123456 (TM).

Availability of ERIC Information Analysis Products (IAP's)

ERIC Information Analysis Products are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, IAP's are announced in RIE or CIJE, as appropriate. If announced in RIE, they are then contained in all ERIC microfiche collections and may be ordered in microfiche or hardcopy from the ERIC Document Reproduction Service (EDRS). If announced in CIJE, they are available in libraries retaining sets of the journal in question. They may also be available as reprints from University Microfilms International (UMI).

See Section VII for instructions on how to order materials from these two services.

II. STATISTICAL SUMMARY

IDENTI-FYING PREFIX	CLEARINGHOUSE NAME	FY1968	FY1969	FY1970	FY1971	FY1972	FY1973	FY1974-FY1975	FY1976, FY1977, FY1978 THROUGH DEC. 1977	TOTALS
AC	Adult Education	24	16	20	28	20	16			124
AL	Linguistics	2	7	11	11					31
CE	Adult, Career, & Vocational Education							6	36	42
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	120
CS	Reading and Communication Skills						60	38	46	144
EA	Educational Management	6	8	14	36	18	43	62	78	265
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	371
EF	Educational Facilities	1	19	16						36
EM	Educational Media and Technology	7	8	11	8	14	16			64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	160
HE	Higher Education		1	8	18	18	17	35	45	142
IR	Information Resources							30	47	77
JC	Junior Colleges	15	21	17	26	26	19	57	61	242
LI	Library and Information Sciences		2	7	9	14	8			40
PS	Early Childhood Education	11	12	7	15	21	26	41	40	173
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	135
RE	Reading	16	19	15	9	5				64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	220
SO	Social Studies/Social Science Education				6	10	6	17	24	63
SP	Teacher Education		7	28	19	19	19	31	31	154
TE	Teaching of English	3	7	32	24	26				92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	76
UD	Urban Education	6	14	14	10	10	14	18	37	123
VT	Vocational and Technical Education	11	18	30	39	42	18	—	—	158
	TOTALS	149	240	366	416	415	396	534	600	3,116

SAMPLE RESUME ENTRY

ED 654 321 CE 123 456
Smith, John D. Johnson, Jane
Career Education for Women
Central Univ., Chicago, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—CU-2081-S
Pub Date May 73
Contract—NIE-C-73-0001
Note—129p; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)
Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 ($3.25)
EDRS: MF-$0.83 HC-$7.35
Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women
Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining document.

EDRS—availability through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy, i.e., reproduced paper copy. When described as "Not Available From EDRS", alternate sources are cited above. Prices are subject to change; for latest price schedule see page on "How to Order ERIC Documents," in the most recent issue of RIE.

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the ***Thesaurus of ERIC Descriptors.*** Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

CE

ED 095 372 CE 001 936

Harris, Jo Ann Tiedeman, David V.

The Computer and Guidance in the United States: Past, Present, and a Possible Future.

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Info-Ser-2

Pub Date—74

Note—26p.; A paper prepared for the Symposium on Computer-Based Counseling, 18th Congress, International Association of Applied Psychology (Montreal, Quebec, July 31, 1974)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Choice, *Computer Oriented Programs, *Decision Making, *Secondary School Students, Success Factors, *Vocational Counseling

Identifiers—Computerized Vocational Information System, CVIS, DISCOVER, Information System for Vocational Decisions, ISVD

In presenting the state of the art of the computer in guidance programs, it is maintained that there are many potential uses for computers in career decision making. Four types of computer-involved guidance systems were in use in 1970: indirect inquiry systems, direct inquiry systems without system monitoring, direct inquiry with system monitoring, and direct inquiry with system and personal monitoring. Of the 25 to 30 systems existing then, only five remain. They are direct inquiry systems, and all but one are directed to secondary school students. They are cost feasible, use standard terminal equipment, and specialize in providing career decision making information, retrieval, sorting, and synthesis. DISCOVER is the newest computer-based guidance system under development in the United States. It differs from other systems in objectives, functions, and population. Further developments in the field are anticipated involving self-initiated, self-directing, self-correcting learning, based on the theory that only each man can help himself. (AG)

ED 097 413 CE 001 925

Grabowski, Stanley M., Comp. Glenn, Ann C., Comp.

Directory of Resources in Adult Education.

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 74

Note—137p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Adult Education, *Directories, Resource Guides, Resource Materials, *Resources

With the emergence of adult education as a separate and distinct area of professionalism, there has been recognized a need for some kind of publication to guide the uninitiated to the sources of information that they need. The directory was developed with this objective in mind. The document consists of seven sections of adult education information sources: (1) national adult education associations–containing a brief description of the intent and services of each organization; (2) adult education periodicals–outlining the scope of each periodical; (3) information systems–listing the locations of the Educational Resources Information Center (ERIC) microfiche collections, the 16 ERIC Clearinghouses, and other information systems, with a brief outline of their scope; (4) information search services–listing computer search services using the ERIC data base; (5) other resources–a list of individuals and agencies that may be of assistance in information gathering; (6) graduate programs in adult education–sources of information and relevant documents are cited; and (7) adult education documents–several adult education "classics" are noted together with a list of adult education publications. (BP)

ED 113 527 CE 005 059

Tiedeman, David V. Miller-Tiedeman, Anna

Career Initiation in Association with Alienation from Secondary Schools: A. An Operational Model and Its Literature. Information Analysis No. 5A.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 75

Note—61p.

Available from—ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Awareness, *Career Education, Continuation Education, Counseling Programs, Delinquent Rehabilitation, Dropout Characteristics, Dropout Prevention, Dropout Problems, *Dropout Programs, Dropout Rehabilitation, *Dropouts, *Educational Programs, *Literature Reviews, Potential Dropouts, Relevance (Education), Remedial Programs, Secondary Education, Student Alienation, Vocational Education, Work Study Programs

Identifiers—Career Intern Program, CIP

The first chapter of the literature review describes the Career Intern Program (CIP), a cooperative career education venture of the Opportunities Industrialization Centers of America and two Philadelphia high schools, which is composed of three steps: career awareness (general orientation, development, motivation); career exploration (academic instruction, career expectation instruction, hands on work experiences); and career specialization (on-the-job training, technical schools, community college). Chapter 2 describes the identification of the potential dropout with respect to the following factors: the verbal deficit, the individual student's personality, environmental factors, and student self-concepts. The remaining two chapters review the literature of career education programs similar to CIP throughout the rest of the U.S. Chapter 3 surveys primary prevention programs and deals separately with: programs to change the schools themselves, targeted educational programs, remedial educational programs, vocational educational programs, counseling programs, and work study programs. Chapter 4 surveys rehabilitation programs, and deals separately with: continuation education, rehabilitating the dropout, and rehabilitating the juvenile delinquent. (JR)

ED 115 740 CE 005 527

Harris-Bowlsbey, JoAnn And Others

Structure and Technology for Facilitating Human Development Through Career Education. With a List of Innovative Programs and a Bibliography of Relevant ERIC Literature.

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—12 Dec 75

Note—104p.

Available from—ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, De Kalb, Illinois 60115 ($4.50)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, *Career Education, Computer Oriented Programs, Cooperative Planning, *Counselor Role, Demonstration Programs, Developmental Guidance, Educational Innovation, Guidance Counseling, Literature Reviews, *Models, *Occupational Guidance, Program Coordination, Program Descriptions, Program Design, Program Development, Program Planning, Teacher Role, Vocational Development

The monograph orders career education program components and assigns responsibility for their delivery, stating major differentiation areas and placing career development and the counselor's facilitating role at the center. The first three chapters review the modern history of vocational choice, career development, and career education concepts;

draw implications for present career education programs; and discuss counselors' and computers' roles in some detail. Currently at a statemate due to the counselor's poorly defined role and resultant consumer dissatisfaction, guidance clings to a remedial model rendered inadequate by contemporary vocational maturity and career development constructs. Future career guidance needs to be a sequential, planned, developmental support system promoting increasing self-direction and self-support; four exemplary career guidance programs are cited. The status of the five presently operational computer-based career guidance systems is reviewed. Studies reveal guidance tasks which computers perform extremely well; high student appeal and low cost indicate that those should become computer functions, freeing counselor time for functions computers cannot perform. The final chapter presents a unified model for career education delivery and guidance, with role implications for teacher and community. Extensive appendixes include an annotated list of innovative programs and an annotated bibliography of relevant ERIC literature. (Author/AJ)

ED 117 309 CE 005 087

Korotkin, Arthur L.

Career Initiation in Association with Alienation from Secondary Schools. B. Measures for the Evaluation of a Model.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 75

Note—64p.; For the literature review which accompanies this discussion, see CE 005 059

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Basic Skills, Career Choice, Career Education, *Disadvantaged Youth, *Dropout Prevention, Dropout Programs, Educational Objectives, Evaluation Criteria, Evaluation Methods, Evaluation Needs, *Literature Reviews, Models, Occupational Guidance, Program Effectiveness, *Program Evaluation, Self Actualization, Self Esteem, *State of the Art Reviews, Work Experience Programs

Identifiers—Career Intern Program, CIP, OIC, Opportunities Industrialization Center

The project's goal was to enhance the outside evaluation of the Opportunities Industrialization Center's Career Intern Program (CIP) with supplementary, criterion-referenced assessment measures identified through a literature review and an analysis of CIP's goals. The review (presented separately) referred to over 100 programs of dropout prevention and vocational development for the disadvantaged; in reports having an evaluation component, assessment measures have been identified. Described in the document, these are not limited to criterion-referenced techniques, which were infrequently found. Measures tended to be obvious and already included in the CIP package. Unique measures are discussed in the document within the framework of a generalized evaluation model, constructed to place the data from literature in perspective and to determine the requirements for additional assessment measures. In general, the document concludes, the measures found in the literature were related to specific, short-term program expectations, based on immediate program outcomes, and not empirically tied to ultimate, long-range goals; the data presented incomplete and fragmented pictures of programs' progress and success. A new approach is suggested, which asks not whether the program objectives have been met, but whether they were the correct objectives: "What have we really done for this individual?" (Author/AJ)

ED 120 338 CE 005 086

Tiedeman, David V. Miller-Tiedeman, Anna

Choice and Decision Processes and Careers. Information Series No. 7.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Note—135p.

Available from—ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 ($4.75)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Annotated Bibliographies, *Career Choice, Comprehension Development, *Decision Making, *Decision Making Skills, Developmental Psychology, Literature Reviews, Models, Occupational Choice, Resource Guides, *State of the Art Reviews

The state of the art review depicts comprehension of choice and decision making as knowable and demonstrates that something is already known about both processes and how to facilitate their comprehension. The assumption is made that deciding to choose, choosing to decide, deciding in order to choose, and choosing in order to decide must be conceived transactionally. Models of choice and decision are outlined. Choosing to decide must become a structure in which deciding in order to choose becomes subordinated, and, finally, choosing to decide eventually has to be subordinated to deciding to choose. Structures to regularize the discharge of functions in complex systems are considered; the styles and states in which people can be in relation to decision making are explicated; and the way in which induction, reformation, and integration generalize integratively with the macrocosm of hierarchically enlarging understanding of choice development within decision development is determined. A Deliberate Decision-Making Education Program and an Abelian Group Model of the constructed self are described. Career decision making is treated as the sustaining acquisition of career choice and decision-making skills. A bibliography comprised of abstracts located in computer searches of the ERIC collection offers further resources in career decision making, selected for general utility. (Author/AJ)

ED 129 971 CE 007 375

Long, James S., Ed. Boshier, Roger, Ed.

Certification, Credentialing, Licensing and the Renewal Process. Proceedings of a Conference Sponsored by Northwest Adult Education Association, Washington Continuing Education Association, ERIC Clearinghouse in Career Education (Seattle, Washington, February, 1976).

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.; Northwest Adult Education Association.; Washington Continuing Education Association.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Note—53p.; Pages 47 through 50, containing lists of conference registrants, will not reproduce well due to small type

Available from—Richard Harris, Continuing Education Center, Grays Harbor College, Aberdeen, Washington 98520 ($5.00, payable to "NWAEA Publications")

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Accreditation (Institutions), *Adult Education, Bibliographies, *Certification, Conference Reports, Educational Improvement, *Educational Needs, Health Occupations, Higher Education, *Professional Continuing Education

Identifiers—Washington

Issues concerned with the certification of continuing education are addressed in this report. Topics of the keynote addresses are (1) Compulsory Continuing Education for Professionals, or The Gold Rush of '76, and (2) The Mystique of Certification, Education and Professionalism: In the Service of Whom? Panel presentation topics include: (1) Continuing Education and Licensure in the Health Professions, (2) A Proposal for Relicensing Physicians in Washington, (3) Accreditation Process in Higher Education, and (4) The Need for Continuing Education and Skill Upgrading in the Electrical Trades. Each of the addresses and presentations contains an abstract. Questions, answers, and reflections related to certification are presented under the conference theme topic. The annotated bibliography on Certification, Credentialing, Licensing and the Renewal Process, constituting approximately half of the document, reflects the needs of the conference and the larger audience of adult educators. Information about additional conference sessions and other professional areas, and a postscript are included. (WL)

ED 131 181 CE 007 055

Niemi, John A., Ed. And Others

Research and Investigation in Adult Education: 1976 Annual Register.

Adult Education Association of U.S.A., Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—347p.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Adult Education, *Annotated Bibliographies, *Continuous Learning, Research, *Resource Guides, Vocational Education

This annotated bibliography includes 787 items of research or investigation in adult education, mostly dated from 1973-75. They cover information sources; philosophy, policies, general objectives; legislation; finance costs; studies and planning–state, regional, and national; history; adult education as a field of study; adult education research; dissemination; adult learning characteristics; high school equivalency tests and certificate; program planning and administration; learning environments; instructional methods; mass media; communications–instructional devices; personnel and staffing; evaluation; education of special groups; program areas: curriculum; continuing education in the professions; technical education; management, supervision; labor education; career education; occupational education–industrial training; liberal education; health, mental health; home, management, consumer education; family, parent education; arts, crafts, recreation-conservation education-outdoor education; cross cultural training; lifelong learning, recurrent education, education permanente; institutional sponsors; and international perspective. Author and subject indexes are included, along with information for ordering original documents or full text reproductions. (Author/WL)

ED 131 182 CE 007 056

Niemi, John A., Comp. Jessen, Daniel C., Comp.

Directory of Resources in Adult Education 1976.

Adult Education Association of U.S.A., Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—171p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Education, Directories, *Information Services, *Information Systems, Organizations (Groups), Resource Guides, Resource Materials

The following information is contained in this directory: Section 1 lists various national organizations with adult education concerns. For each listing, the presiding officer, address, telephone number, and a brief description of the organization's purpose and services are given. Section 2 lists adult education periodicals and includes several international and specialized publications. The title, editor's name, frequency of publication, statement of purpose or scope, source of availability, subscription rates, and price are given for each listing. Section 3 briefly describes the type and scope of abstracting and information systems. The Educational Resource Information Center (ERIC) receives primary attention because of its direct relevance to adult education. Section 4 lists names, addresses, and services of information search services. Special purpose agencies to serve adult educators and others are listed in Section 5. Section 6 contains a listing (by state) of schools offering graduate programs in adult education. Section 7 reports central bibliographic sources in adult education which would give adult educators valuable leads to the literature in their field. (WL)

ED 131 184 CE 007 199

Grabowski, Stanley M.

Training Teachers of Adults: Models and Innovative Programs. Occasional Papers. Number 46.

National Association for Public Continuing and Adult Education, Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.; Syracuse Univ., N.Y. Publications Program in Continuing Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Note—78p.

Available from—Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210 ($3.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education, *Adult Educators, Educational Programs, Inservice Programs, Instructional Innovation, Literature Reviews, Needs Assessment, *Professional Training, Program Design, Program Planning, *Teacher Education, Teacher Qualifications, *Teaching Models

This paper reviews and analyzes the literature dealing with training teachers of adults. Existing exemplary training programs and practices are identified and described, enabling practitioners to choose alternative models and programs for practice. Contents include: Need for the study; search of literature, needs of teachers; identified desirable teacher competencies; kinds of teacher training programs described in the literature; description of models in the literature; models for planning and developing in-service programs for training teachers of adults; and examples of programs and practices in the field. Appendix A presents, in a 15-page chart, a priority order of statements describing adult basic education teacher competency; Appendix B describes the methodology of the report. (Author/WL)

ED 131 197 **CE 007 701**

Smith, Robert M., Ed.

Adult Learning: Issues and Innovations. Information Series No. 8.

Illinois State Office of Education, Springfield. Adult and Continuing Education Section.; Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Note—132p.

Available from—NIU Information Program, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 (No charge)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, Educational Innovation, Educational Research, Instructional Technology, Older Adults, *Professional Continuing Education, *Self Actualization, Speeches

Seminar presentations of six leaders in the field of adult education are contained in this monograph: (1) "Adult Learning in the 1970's" by J. R. Kidd, (2) "Innovation in Organizing Learning for Adults–The New Technology" by Burton W. Kreitlow, (3) "The Nature of Continuing Professional Education" by Cyril O. Houle, (4) "Self-Planned Learning and Major Personal Change" by Allen Tough, (5) "Helping Adults to Learn" by Alan B. Knox, and (6) "What Research Says about Adult Learning Potential and about Teaching Older Adults" by Howard McClusky. A reference list is included for each paper. (WL)

ED 132 244 **CE 007 631**

Simpson, Edwin L. Loveall, Philip W.

Preparing and Selecting Printed Educational Materials for Adult New Readers. Information Series No. 9.

Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Note—105p.

Available from—Northern Illinois University, NIU Information Program, 204 Gabel Hall, De Kalb, Illinois 60115 ($4.25)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Basic Education, Adult Educators, Adult Literacy, *Adult Reading Programs, Adult Students, Content Analysis, *Educational Needs, *Evaluation Methods, Guidelines, *Literacy Education, *Reading Material Selection, Research Reviews (Publications), State of the Art Reviews

This study, in the form of a research review, is designed to aid adult educators as they work in curriculum development and materials selection activities. Its purpose is to provide a guide for evaluation by providing recommended guidelines for the analysis of learning material, a suggested instrument for evaluation, and how to use the instrument. The major contents are grouped under six headings: (1) Background and Scope of the Study, (2) Significant Findings from Major Literacy Studies and Programs, (3) Readability, which emphasizes the physical characteristics of adult education materials, (4) Content Analysis, (5) Expressed Needs of Readers and Their Selections, and (6) Implications for Adult Educators. The appendixes cover half the document and include a complete description of the suggested evaluation instrument: Material Analysis Criteria (MAC) Checklist; an example of evaluation of materials using the MAC Checklist; and selected data from the Lyman study. (WL)

ED 132 245 **CE 007 702**

Smith, Robert M.

Learning How to Learn in Adult Education. Information Series No. 10.

Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Note—96p.

Available from—Northern Illinois University, NIU Information Program, 204 Gabel Hall, De Kalb, Illinois 60115 ($4.25)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Community Development, *Educational Needs, Educational Research, Guidelines, *Learning Processes, Teaching Techniques, *Training Objectives, *Training Techniques

This document is a tentative effort to lay out some of the components and implications of the "learning how to learn" concept. It is intended to be used in theory building and practical applications in the realm of adult education. Four chapters are included: The Concept (with the subheadings Concerning Terminology, The Learner's Needs, Some Special Contexts); Group Learning (with the subheadings Advantages of Group Learning, How to Use a Teacher, The Laboratory Method, Bradford's Theory and Model, The Indiana Plan and Participation Training, Community Development); Self-Directed Learning and Learning Style (with subheadings of Some Competencies, Learning from Experience Learning Style, Cognitive Style); and Training and Research (with subheadings of Three Programming and Learning Modes, Sources of Training, Training Guidelines and Observations, Differentiating Training Needs, Some Research Implications). A 48-item annotated bibliography is appended. (WL)

ED 138 752 **CE 010 872**

Tiedeman, David V. And Others

Key Resources in Career Education: An Annotated Guide.

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—Apr 76

Note—403p.; Some pages may be marginally legible due to print size and quality of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 017-080-01667-2, $5.75)

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Agencies, *Annotated Bibliographies, *Career Education, Educational Development, Educational Programs, Educational Research, *Information Sources, *Models, Networks, Occupational Guidance, Professional Associations, *Program Descriptions, Program Development, Publications, Reference Materials, *Resource Guides, Vocational Development

Intended for education decisionmakers, practitioners, policymakers, and others interested in the educational process, this guide represents a consolidation of information about the field of career education, and is designed to create awareness, facilitate user access, and broaden the practical knowledge of educational research, materials, and resources. It is structured according to flow diagrams which are used throughout the guide and are intended to help the user make decisions and arrive at choices necessary for comprehending the guide's body of literature. The following major sections are included: (1) The Why and What of Career Education (foundations, concepts, positions, policies, and legislation), (2) Factors in Implementing Career Education, (3) Model and Program Construction in Career Education (principles of model and program construction; national, State, and district models and programs), (4) Resource Guides (materials assessment procedures, guides to assessed materials, annotated bibliographies), and (5) Organizational Resources (journals and newsletters, publishers, resource centers, information systems, associations, advisory councils, and governmental agencies). Each resource entry includes (where applicable) information on the subject, author(s), title, organization, date, sponsor, number of pages, availability, levels, population, purpose, contents, comment, and other appropriate categories. A place-title-program index and name index are included. The appendix discusses details of item identification and selection. (TA)

ED 149 176 **CE 014 685**

Drier, Harry N.

Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.

American Vocational Association, Washington, D.C. Guidance Div.; Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—51p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 107, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Planning, *Change Strategies, Community Involvement, Counseling Goals, Counselor Role, Counselor Training, Employment Services, *Futures (of Society), Guidance Programs, *Models, Needs Assessment, *Occupational Guidance, Program Development, Program Evaluation, *Program Planning, *Vocational Development, Vocational Education, Vocational Followup

A career development content model for organizing, developing, and implementing future career guidance programs is presented in this information analysis paper intended for guidance counselors and directors, program planners, and vocational educators. The model addresses such issues as self, economic, societal, leisure and avocational, and attitude and value understandings necessary for life-role decisionmaking which results in life-role planning, securing, and maintenance over the life span. Critical features of planning necessary to assure that local career guidance programs are in fact designed, developed, tested, and delivered to meet specific career development needs of the people they are to serve are discussed in the area of each process step including the following: planning (initial planning, local data-based planning, planning for local career guidance and counseling, activity tryout and implementation test), career development, needs assessment (individual and group), resources for guidance, goals and objectives, new career guidance practices (home-centered guidance, subject and nonsubject-matter-based guidance and counseling, and community centered guidance), placement (labor exchange models, client-centered models, client-advocate models), follow-through, evaluation, community relations and involvement, staff development, and attitudes toward guidance. A summary of recommendations for career guidance program, future change, and brief projections on counselor role in the near future are included. (TA)

ED 149 177 **CE 014 686**

Herr, Edwin L.

Research in Career Education: The State of the Art. Information Series No. 106.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—89p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 106, $6.25, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Career Education, Concept Formation, Curriculum Development, *Educational Assessment, *Educational Development, Educational Objectives, *Educational Research, Educational Resources, Educational Strategies, Elementary Secondary Education, Evaluation Methods, Federal Programs, Inservice Teacher Education, Literature Reviews, Post Secondary Education, *Program Evaluation, *Research Methodology, Research Reviews (Publications), State of the Art Reviews, State Programs, Teaching Techniques

A review, analysis, and synthesis of research in career education, which identifies emerging trends, program successes, and the overall relationship of career education to vocational and general education programs, is presented in this information analysis paper. Six major sections are included. Section 1 presents perspectives on the growth and philosophy of career education, including discussion of the status and objectives of career education. Section 2 focuses on implementation approaches including multiple component school-based approaches, experience-based approaches, and the rural/residential approach. Curriculum development at the elementary, secondary, and postsecondary school levels is covered in section 3; section 4 reviews teaching/counseling methods and group methods and techniques. Section 5 cites studies dealing with effects of the following learning resources: audiovisual multimedia, print materials, mobile units, community and parents, career resources centers, and simulations. Section 6 briefly deals with staff development and describes the evaluation of inservice programs and inservice patterns. A summary of the findings described in the review and conclusions and recommendations concerning research and evaluation are included. (TA)

ED 149 178 **CE 014 687**
Hylton, V. Wendell
Career Education: The Role of School-Related Youth Groups and Voluntary Organizations. Information Series No. 108.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—39p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 108, $3.25, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agency Role, *Career Education, Educational Objectives, Leadership Training, Program Effectiveness, School Community Programs, Secondary Education, Student Organizations, Vocational Education, *Voluntary Agencies, Work Experience Programs, *Youth Agencies, Youth Clubs, *Youth Employment

Purposes and activities of existing youth groups and voluntary organizations are reviewed in this information analysis paper to determine their relationship to career education. Addressed to youth groups and voluntary organization leaders and sponsors, school administrators and state department vocational education personnel, the paper also identifies areas which need youth group or volunteer participation and outlines strategies for filling these needs. Topics discussed include the following: The individual model of career education, the role of school youth groups and volunteer organizations in career education, and an overview of the current career education impact of school youth groups. School groups designed to help prepare students for occupations discussed are Distributive Education Clubs of America, Vocational Industrial Clubs of America, Future Homemakers of America, Future Business Leaders of America, Office Education Association, and Future Farmers of America. The following information about these groups is provided: Sponsoring organization, distribution, participation, types of career education emphasis provided, and contacts. An overview of the current career education impact of volunteer organizations is presented and the following volunteer organizations are described: Boys Clubs of America, Boy Scouts of America (Exploring Division), Girls Clubs of America, Inc., Girl Scouts of the USA, 4-H Clubs, Hire-A-Neighborhood-Youth (YMCA), Junior Achievement, and the American National Red Cross. (TA)

ED 149 179 **CE 014 688**
Peterson, Marla Vetter, Louise
Sex Fairness in Career Education. Information Series No. 109.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—43p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 109, $3.25, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Attitudes, Career Choice, *Career Education, *Change Strategies, Changing Attitudes, Educational Strategies, *Employment Patterns, Employment Practices, Employment Trends, Federal Legislation, Females, Instructional Materials, Literature Reviews, Males, Personnel Selection, Policy Formation, Resource Materials, *Sex Discrimination, Sex Role, *Sex Stereotypes, State of the Art Reviews, Working Women

Issues relating to sex fairness in career education discussed in this information analysis paper include the basis of concern for sex fairness in career education, the current status of women in employment, leadership positions in the career education work force, and ways to make career education sex fair for both women and men. Characteristics of the literature related to sex fairness in career education are summarized as follows: (1) Data on the status of women in employment are generally available but it is often difficult to determine what conditions influenced the data. (2) Women are underrepresented (a) in the awarding of federal grants and contracts by the Office of Career Education and the Bureau of Occupational and Adult Education, United States Office of Education, (b) in career education leadership positions in state departments of education, and (c) on the National Advisory Council for Career Education. (3) Sex stereotyping and sex bias in publications, career counseling, materials, textbooks, and curricular materials are extensively documented. (4) Within the next two years a variety of inservice sex fairness training materials should be available. (5) Focus seems to be on equality for women rather than equality for both sexes. Appendixes contain references and list resources for sex fairness materials and materials for use with students. (TA)

ED 149 180 **CE 014 689**
Seaman, Donald F.
Adult Education Teaching Techniques. Information Series No. 110.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—55p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 110, $3.80, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Education, Adult Educators, Educational Needs, *Educational Research, Educational Strategies, Educational Technology, *Instructional Materials, Instructional Media, *Literature Reviews, Mass Media, Multimedia Instruction, Program Effectiveness, Research Needs, State of the Art Reviews, *Teaching Methods, *Teaching Techniques

Review and synthesis of research on effective techniques for teaching adults at different educational and occupational levels is presented in this information analysis paper intended for local adult continuing education directors and teachers of adults in education, industry, and government. The operational framework of the review is based on Verner's classifications and definitions of the terms adult education, method, technique, and device. Activities regarded as techniques by the literature in adult education are presented and discussed in alphabetical order. Where appropriate, devices are included in the discussion. Teaching techniques reviewed are the following: brainstorming, case study, correspondence study, critical incident, demonstration, exhibit, field trip forum, group discussion, independent study, individualized instruction, lecture, microteaching, newsletters, panel, programmed instruction, role playing, self-instructional modules, simulation, skit, symposium, telelecture, and tutorial. Certain media with a unique nature of special impact potential are discussed in the section on influence of media (multimedia and mass media). Conclusions are made based on data presented in the review section. The section on research priorities for the future contains suggestions regarding the development of a research base for identifying, selecting, and applying adult education teaching techniques. (TA)

ED 149 181 **CE 014 690**
Butler, Roy L.
Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—29p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 111, $2.80, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Education, Change Strategies, *Educational Strategies, Government Role, *Interinstitutional Cooperation, Literature Reviews, *Program Development, *School Industry Relationship, Socioeconomic Influences, State of the Art Reviews, Vocational Education

Focus of this information analysis paper is on (1) brief review of the definition of adult continuing education, (2) some critical problems that set forth imperatives for greater industry/education cooperation, (3) barriers and facilitators relating to industry/education cooperation, (4) joint ventures and new developments in the industry/education cooperation arena, and (5) suggested techniques and implications for future industry/education research and development activities. Specific topics discussed include economic, social, and technological conditions that impact on adult education needs (population age shifts, unemployment, underemployment, working women, energy). A sample of industry/education activities studies, reports, books, and newsletters which give visibility to industry/education cooperative efforts is presented, many of which are aimed at reducing the criticalness of the economic, social, and technological problems discussed, and at assessing and/or improving cooperative linkages between industry and education. Conclusions and recommendations call for reorienting adult continuing education programs and more intensive cooperation among business, industry, labor, and education to provide relevant continuing education programs for adults. (TA)

ED 149 182 **CE 014 691**
Lumsden, D. Barry
Preretirement Education. Information Series No. 112.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—23p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 112, $2.35, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Development, Adult Education Programs, Affective Objectives, Attitudes, Changing Attitudes, Concept Formation, Counseling Programs, Educational Gerontology, *Educational Needs, *Educational Planning, Employment, Literature Reviews, *Older Adults, *Personal Adjustment, *Retirement, Social Attitudes, Surveys, *Work Attitudes

Drawing from extensive resources in the area of retirement and gerontology, this information analysis paper, which discusses preparation for retirement and advanced age, has three primary objectives: (1) to assess the psychological effects of retirement on the individual, (2) to assess preretirement conditions and attitudes that affect the individual's adjustment to retirement, and (3) to identify and discuss preretirement learning experiences that further the effective and successful adjustment to retirement. Intended for adult educators, middle-aged persons, and business/industry personnel managers, discussion centers mainly on the content (affective and cognitive) of preretirement education programs with a brief discussion of the educational needs of older adults, and appropriate educational practices. The following topics are covered: Work vs. Retirement, Adjustment to Retirement, Planning Retirement Education, and Needed: A New Approach to Planning. The terms "work" and "retirement" are defined and surveys of attitudes toward work and retirement are discussed, along with studies relating data on preretirement attitudes and preretirement planning and counseling programs. An exploration of the implications of research for planning programs of preretirement education is also provided. The need to alter stereotypes and to form favorable attitudes about aging and the aged is stressed. A partial bibliography of literature of attitudes and aging, and a partial bibliography of literature of preretirement education programs are appended. (TA)

ED 149 183 CE 014 692

Grabowski, Stanley M.

Adult and Continuing Education: The Next Ten Years. Information Series No. 114.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—32p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 114, $2.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, Adult Programs, *Educational Development, Educational Needs, Educational Strategies, *Futures (of Society), Literature Reviews, Postsecondary Education, Professional Continuing Education, State of the Art Reviews, Teacher Role

Futurism for adult and continuing education in the next ten years is the focus of this information analysis paper intended for adult educators and researchers. The paper is based on (1) literature practices in the field, (2) discussions with colleagues, (3) personal observations and experiences, (4) participation in futures conferences about adult and continuing education, and (5) results of futures conferences including the series of "futures meetings" in different regions of the country conducted by the National Advisory Council on Adult Education during 1976 and 1977. Topics discussed include the following: the field of adult and continuing education, current trends and issues/impact on future (including nontraditional programs), alternative educational opportunities for adults, and resulting future issues (including emphasis on avocational education, space-free and time-free learning, linkages, funding, legislation, mass media and technology and related issues). The conclusion emphasizes that the future of adult and continuing education is an optimistic one and that there will be more demand for adult educators, who will be more like brokers, planners, counselors, developers, and linkers than the traditional teachers they have principally been in the past. A synthesis of several regional "futures meetings" is appended. (TA)

ED 149 184 CE 014 693

Knaak, William C.

Competency-Based Vocational Education: A Review. Information Series No. 115.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—60p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 115, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, Curriculum Development, *Definitions, Educational Accountability, Educational Objectives, Educational Planning, Educational Research, Educational Strategies, Elementary Secondary Education, Higher Education, *Individualized Instruction, Literature Reviews, *Performance Based Education, Performance Based Teacher Education, Program Development, *Vocational Education

A review of the literature base on competency-based education (CBE) as it relates to vocational education (competency-based vocational education or CBVE) is presented in this information analysis paper. The following topics are discussed: differences between traditional and competency-based education; growth and breadth of CBVE (including discussion of professional teacher education, professional education, college and university CBE courses, state boards and state departments of education, vocational-technical institutes and community colleges, the military, industry, and other countries); critical components in the specification of learner objectives (including discussion of determining which competencies to teach, criterion or standard to be attained, assumptions about aptitudes of learners, and rhetoric and consistency of model); providing instruction; assessing the learning experience; and priorities for research. The author recommends (1) that vocational educators recognize the interrelatedness of CBVE, mastery learning, and individualized instruction, and develop instructional programs, learning materials, and progress reporting systems that embody all three concepts, (2) that the writing of performance criteria be standardized around three components: a statement of visible performance or behavior required, a statement of the conditions under which mastery will be attained, and a description of the standard or criterion to be reached, and (3) that a dictionary of common definitions for CBVE be developed. (TA)

ED 149 185 CE 014 694

Welch, Frederick G.

Cooperative Education: A Review. Information Series No. 116.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—80p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 116, $5.50, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education Programs, *Cooperative Education, *Cooperative Programs, Disadvantaged Groups, Disadvantaged Youth, Distributive Education, Educational Objectives, Educational Research, Educational Strategies, Job Placement, Literature Reviews, Post Secondary Education, Program Descriptions, Secondary Education, Special Education, *Student Placement, Vocational Development, *Vocational Education, *Work Experience Programs, Work Study Programs

A literature review of cooperative vocational education programs at the secondary and postsecondary levels is presented in this information analysis paper. Two different approaches to cooperative education are identified: (1) the capstone approach, in which the student receives one or more years of in-school vocational training prior to the cooperative experience in specialty areas, and (2) the diversified occupations approach, in which much of the vocational training is done on the job, with little or no formal in-school instruction prior to cooperative experience. Other topics discussed include the following: world of work and career decision making; cooperative education and the special needs student; cooperative education in higher education; adult education (cooperative distributive education for disadvantaged young adults, preretirement programs); cost-benefits; and concerns and problems of cooperative education. Summaries suggest that (1) instructional modes will vary according to expected objective, (2) the world of work involvement provides a sound base for aiding students in making realistic career decisions, (3) cooperative vocational education coordinators should have adequate skills and knowledges in dealing with special needs people to insure maximum success, (4) cooperative programs in adult education will be emerging at a greater rate as the lifelong learning concept is accepted by more adults, and (5) the benefits of cooperative education outweigh its cost. (TA)

ED 149 186 CE 014 695

McKinney, Floyd

Program Evaluation in Vocational Education: A Review. Information Series No. 117.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—41p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 117, $3.25, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Cost Effectiveness, Curriculum Development, Educational Administration, *Educational Assessment, Evaluation, *Evaluation Methods, Literature Reviews, Models, Needs Assessment, Program Costs, *Program Evaluation, *Program Validation, Research Needs, Summative Evaluation, Surveys, *Vocational Education, Vocational Followup

A summary and analysis of the significant literature on evaluation of vocational education, focusing on a limited number of evaluation efforts that reflect strategies typically used in vocational education, is presented in this information analysis paper. The paper is intended for curriculum developers, teachers, and administrators in vocational education, state education department staff, and researchers. The following topics are discussed: purpose of evaluation, evaluation defined, evaluation models, needs assessment, former student follow-up (including definition, objectives, groups to involve in conducting follow-up studies, groups to follow-up, techniques, instrument development, and conducting the follow-up), employer surveys, student/parent surveys, cost benefit studies, information systems, state advisory council studies, and standards and reviews. Recommendations based on a review of most of the materials included in the references list on vocational education program evaluation include the following: program evaluation in vocational education needs (1) to be a continuous effort, (2) a more systematic approach, (3) more emphasis on cost analysis, (4) assessment of personnel development, (5) development of specific and measurable program objectives, (6) research in all areas of methodology, (7) more people involved, (8) systematic and comprehensive information systems for collecting information, and (9) emphasis on both theoretical and practical evaluation bases. (TA)

ED 149 187 CE 014 696

Peterson, John C.

Metrics for Occupations. Information Series No. 118.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—57p.; Parts of appendixes in this doucment may be marginally legible due to type size

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 118, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Basic Education, *Change Strategies, *Educational Change, Educational Planning, Educational Strategies, Information Needs, Measurement, *Metric System, Occupational Clusters, Standards, *Vocational Education

Identifiers—United States

The metric system is discussed in this information analysis paper with regard to its history, a rationale for the United States' adoption of the metric system, a brief overview of the basic units of the metric system, examples of how the metric system will be used in different occupations, and recommendations for research and development. The intent is to assist curriculum developers, administrators, and program planners in vocational, technical, and adult basic education in understanding issues in metrication, the metric system, and curriculum and instructional strategies as they begin the transition to the metric system of measurement. The basic parts of the metric system (linear measure, area, volume and capacity, mass, temperature, and metric notation) and the changes that will need to be made in different occupations are discussed with illustrations provided where appropriate. Occupations discussed are grouped under the following cluster headings: agribusiness and natural resources, business and office, communication media, construction, environmental control, health occupations, home economics, hospitality and recreation, manufacturing, marketing and distribution, personal services, public services, and transportation. Appendixes include tables of metric unit prefixes and typing and keypunching style sheets for metric notation. (TA)

ED 149 188 CE 014 697
Hull, Marc E.
Vocational Education for the Handicapped: A Review. Information Series No. 119.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—67p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 119, $5.10, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Curriculum Development, Educational Assessment, Educational Needs, *Educational Strategies, Equal Education, Federal Legislation, *Handicapped Students, Literature Reviews, Post Secondary Education, *Regular Class Placement, Secondary Education, Special Education, *Vocational Education

A review and synthesis of programming and techniques useful in providing vocational education to handicapped secondary and postsecondary school students is presented in this information analysis paper. Information and insights are given so that vocational administrators and supervisors can assess their efforts to provide equal opportunities for the handicapped to participate fully in all facets of vocational education including youth organizations, cooperative vocational education, vocational guidance services, and consumer education. Also, practical suggestions are included for effectively accommodating handicapped students through both regular and special instructional arrangements. Specific topics discussed include the following: rationale for the participation of the handicapped in vocational education, barriers to participation, impact of legislation, identifying the handicapped, developing appropriate program alternatives for serving the handicapped, prevocational education, role of vocational education in comprehensive secondary programming for the academically handicapped, need for interagency cooperation, curriculum and instructional materials to assist in vocational training, personnel preparation, evaluation of students and programs, and professional organizations. The conclusion is made that emphasis of the future must be one of equal access and maximum accommodation. The appendix contains descriptions of information systems on the handicapped. (TA)

ED 149 189 CE 014 698
Schenck, John Phillip
Sex Fairness in Vocational Education. Information Series No. 120.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—54p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 120, $3.80, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Career Choice, *Career Education, *Change Strategies, Educational Change, Enrollment Influences, Equal Opportunities (Jobs), Federal Legislation, Literature Reviews, Occupational Information, Program Development, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Attitudes, State of the Art Reviews, *Vocational Education

A review and analysis of programs and strategies which help program planners and curriculum developers eliminate sex bias in vocational education are presented in this state-of-the-art paper. It is noted that vocational educators are only now beginning to report in any volume on the subject of sex fairness and that there is little doctoral research in this area. The following topics and issues are discussed: sex fairness in vocational education as a warranted assumption, impact on careers of sex-role stereotyping and sex bias in vocational education, forces promoting sex fairness in vocational education (including socialization, instructional materials, vocational interest inventories, world of employment), and forces promoting the eradication of sex unfairness in vocational education (including legislation). Recommendations are made to maximize reduction of sex unfairness in vocational education. These include the following: enforce appropriate laws, provide overt support, take affirmative action, provide new models for vocational aspirations, require inservice education for vocational educators, re-examine the principles of vocational education, and disseminate information. (TA)

ED 149 190 CE 014 699
Kowle, Carol P.
Issues and Policy In Vocational Education. Information Series No. 121.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—19p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 121, $2.35, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Needs, *Educational Policy, *Federal Legislation, Government Role, Literature Reviews, Policy, *Policy Formation, Political Influences, Political Issues, Politics, Public Policy, *Research Utilization, Socioeconomic Influences, State of the Art Reviews, *Vocational Education

This information analysis paper distinguishes between issues and policy in vocational education, identifies current issues and outlines official policies, and makes recommendations for coordination among leaders who develop issues and policies in vocational education. Its synthesis of recent studies of vocational education supports the notion of an extension of vocational education's goals, target populations, and cooperating agencies. Areas of emphasis identified for vocational education policy include the need for increased job satisfaction, opportunities for retraining, flexible programming to meet individual needs, accountability through evaluation, responsiveness to labor market supply and demand, coordination among various agencies and institutions, elimination of sex bias, and availability of vocational education to minorities and the disadvantaged. The author concludes by recommending the application of research to policy decisions and by raising questions for policy makers to consider. (TA)

ED 149 191 CE 014 700
Stevenson, William W.
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—21p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 122, $2.35, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Disadvantaged Groups, *Educational Legislation, *Educational Needs, *Educational Policy, *Federal Legislation, Government Role, Handicapped Students, Interagency Cooperation, Non English Speaking, *Political Influences, Political Issues, Politics, Program Development, Program Evaluation, Program Planning, Public Policy, Sex Discrimination, State of the Art Reviews, *Vocational Education
Identifiers—*Education Amendments 1976

This information analysis paper examines the Educational Amendments of 1976 projecting the effect of the amendments of vocational and technical education which may result and discussing immediate as well as long-range implications of the amendments. Organization of the paper is around areas of special legislative emphasis that will create the greatest change in vocational education: planning, data and information, evaluation, elimination of sex bias and sex stereotyping, special groups (disadvantaged, handicapped, English deficient), and program improvement (research and curriculum). Overall directives of the amendments are summarized and changes in internal operations of departments and programs of vocational education and changes that affect vocational education's relationships with other agencies such as the Comprehensive Employment and Training Act and with the public are discussed. Noting that the law is a good one but that there are problems with how it is funded, the author concludes that planning, data and information, and evaluation systems will probably become more sophisticated and will involve and influence a much broader segment of society, that the thrust to eliminate sex bias and stereotyping will hopefully cause vocational education to become more open and accepting in both programs and staffing, and that research has a tremendous challenge in providing the understanding and knowledge needed to channel change. (TA)

ED 149 192 CE 014 701
Peterson, John C. And Others
Information Resources for Education. First Edition. Information Series No. 123.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—127p.; Several sample printouts may not reproduce well due to faint type
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 123, $8.25, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Computers, *Data Bases, *Educational Resources, *Information Dissemination, Information Networks, Information Retrieval, *Information Sources, Information Systems, *On Line Systems, Program Descriptions, *Resource Guides, Resource Materials, Search Strategies

Online data bases useful in education described in this paper resulted from an information resources workshop conducted in Illinois in 1977. There are two major sections in the paper. The first section, Data Bases, contains one-page summaries of thirty-two online data bases of interest to people in education. Data base types include bibliographies, funding information, statistics, government publications and proceedings, and specific subject areas. There is also a list of twenty additional data bases for which summary pages are not included. Information for interpreting data base sheets are provided, including acronym, name of data base, major area(s), subjects covered, size of data base, date established, publications/print journals, update frequency, thesaurus/search aids, types of source documents, forms of retrievable information, document copies available, information contact, and systems/vendors. The topic question "How can the reading ability of adults be improved?" was used in searching twenty other data bases. Samples from this search follow the one-page summaries of each data base, and a reading guide is provided. The second major section is Dissemination Systems, Networks, and Projects. One-page summary sheets are included for eighteen state and national dissemination systems. A list of contact persons at the state or regional offices of the networks are included with these pages. (TA)

ED 149 193 CE 014 702
Kopp, Lee Cap, Orest
Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-76-0122
Note—49p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 124, $3.80, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Business, *Educational Strategies, Exchange Programs, Field Experience Programs, Higher Education, Industry, *Interinstitutional Cooperation, Internship Programs, Labor Unions, Literature Reviews, *Program Descriptions, Program Development, Released Time, *School Industry Relationship, State of the Art Reviews, Teacher Education, *Vocational Education, *Vocational Education Teachers, Work Experience

Effective strategies to maximize the input of business, industry, and labor in vocational education personnel development programs are the focus of this information analysis paper. Topics developed in the paper include program development aspects of business, industry, and labor linkages with vocational education as they concern advantages of educators establishing linkages, and constraints to establishing these linkages. Successful examples of linkages, described in terms of benefits and prevailing patterns of programs, include the following: (1) personnel exchange programs, which provide opportunities for short-term, up-to-date work experiences for vocational educators, (2) cooperative internship programs, which provide relevant educational experiences that cannot be obtained through university instruction, and (3) business/industry/labor programs, which include industry-education councils, workshops, seminars, conferences, plant visits, and fellowships. Research dealing with these training programs is briefly discussed. Summary observations based on the literature review concerning the present state of business, industry, and labor linkages with vocational teacher education departments are presented. (TA)

EJ 090 922 CG 506 705
Tiedeman, David V. And Others
Careers of Young Adults: A Symposium on Project TALENT
Pub Date—Dec 73
Journal Cit—Vocational Guidance Quarterly; 22; 2; 90-115
Descriptors—*Career Choice, *Symposia, *Young Adults, *School Role, Counselor Training, Student Characteristics, Interests
Identifiers—*Project TALENT

A series of presentations from the APGA convention, Chicago 1972, these articles address themselves to framework, findings and implications of an examination of Project TALENT. (CJ)

EJ 092 361 CE 500 626
Tiedeman, David V.
The ERIC Clearinghouse in Career Education
Pub Date—W 74
Journal Cit—Illinois Career Educational Journal; 31; 2; 44-7
Descriptors—*Information Systems, *Information Centers, *Career Education, Information Storage, Information Utilization
Identifiers—*Clearinghouses

This article describes the background, purpose, and organization of the ERIC Clearinghouse in Career Education, an information processing center. (KP)

EJ 107 149 CG 507 890
McLaughlin, Donald H. Tiedeman, David V.
Eleven-Year Career Stability and Change as Reflected in Project Talent Data Through the Flanagan, Holland, and Roe Occupational Classification Systems
Pub Date—Oct 74
Journal Cit—Journal of Vocational Behavior; 5; 2; 177-196
Descriptors—*Occupational Choice, *Vocational Followup, *Career Choice, *Occupational Aspiration, Longitudinal Studies, Followup Studies
Identifiers—*Project TALENT

This study investigates the extent of career stability and the patterns of career change which have occurred in the lives of Project TALENT twelfth grade students in the 11 years elapsing since they were tested. (Author)

EJ 117 187 CG 508 583
Tiedeman, David V.
Structuring Personal Integration into Career Education
Pub Date—May 75
Journal Cit—Personnel and Guidance Journal; 53; 9; 706-710
Descriptors—*Vocational Development, *Career Education, *Information Systems, State Of The Art Reviews, Career Planning

The author puts together three historical thrusts in career development in such a way that counselors can operationalize them as they develop intervention and decision making programs that focus on the reintegration of self. (Author)

CG

ED 109 587 CG 400 128
Lamb, Jackie Lamb, Wesley A.
Parent Education and Elementary Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—NIE-C-400-75-0017
Note—144p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Elementary Education, *Elementary School Guidance, Family Life Education, Group Dynamics, *Humanistic Education, Instructional Materials, Interaction Process Analysis, Parent Attitudes, *Parent Child Relationship, *Parent Education, *Theories

This monograph serves as an overview of theory and technique for parent training, most specifically through the implementation of programs led by the elementary school counselor and the school psychologist. This document explores the history, basic assumptions, goals, training procedures, training of trainers, and references and resources from a number of theoretical bases including Adlerian Parent Education, Client-Centered Parent Education, Behavioral Parent Education, and the Rational-Emotive Therapy Model. Brief mention of additional models include Psychoanalytic, Transactional Analysis, Reality Therapy, Preschool Programs, and the Haim-Ginott approach. In the sections "Guide to Getting Going," the authors present a set of guidelines and questions to use in preparation for beginning a parent education program in a school. Ideas on program evaluation and sample letters for use in contacting parents are included. Topic references appear at the conclusion of each section. (JS)

ED 109 588 CG 400 129
Sinick, Daniel
Counseling Older Persons: Careers, Retirement, Dying.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—NIE-C-400-75-0017
Note—97p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adjustment (to Environment), *Adult Counseling, *Career Change, *Death, Family Counseling, *Older Adults, Personal Adjustment, *Retirement, Social Adjustment, State of the Art Reviews

The focus of this monograph is on three areas of counseling with older clients: career counseling, retirement counseling, and counseling regarding death and dying. The portion on career counseling includes reasons older persons change careers, obstacles they are likely to face when seeking employment, myths surrounding the employability of older persons, and suggestions on the use of testing in career counseling older persons. Retirement counseling examines the social image and role of the retired person, plus work, volunteer, and leisure time activities. Retirement counseling emphasizes retirement as a positive developmental stage. Included is a brief discussion of practical lifestyle concerns specific to retired persons. Counseling surrounding death and dying, including Kubler-Ross' five stages of dying, potential suicides, and death survivors is examined. Trends and issues regarding problems of aging, a bibliography of readings related to older women, and appendixes of periodicals and organizations concerned with older persons are included. (JS)

ED 109 589 CG 400 130
Mehrabian, Albert
Basic Behavior Modification.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—NIE-C-400-75-0017
Note—89p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Science Research, *Behavior Change, *Behavior Problems, Change Strategies, *Conditioned Response, Conduct, *Contingency Management, *Controlled Environment, Research Reviews (Publications)

This monograph examines the component parts of behavior modification, initially defining the problem behavior and drawing a difference between specific observable behaviors (the focus of behavior modification), and the interest of Freudian and similar psychologies in unobservable internal processes. Instrumental learning related to shaping in behavior modification, schedules of reinforcement–with an emphasis on variable ratio schedules, extinction, negative reinforcement, positive reinforcement, modeling and prompting, satiation, negative practice and group reinforcement–are discussed as behavior modification techniques. Creating environments conducive to change considers the control of behavior by modifying stimuli likely to influence specific behaviors. Stimulus generalization, discrimination learning, stimulus control (in which dieting and sleeping are offered as examples), reciprocal inhibition, forced exposure desensitization, and rehearsal are discussed from a practical point of view. The final chapter outlines a method of organized approach to difficult problems, and involves (1) the identification of component problems, (2) their ordering in terms of levels of severity, and (3) solution of component problems starting with the easiest and progressing to the most difficult. (JS)

ED 109 590 CG 400 131
Meerbach, John
The Career Resource Center.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—NIE-C-400-75-0017
Note—146p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Career Planning, *Facilities, Information Centers, *Occupational Information, Program Descriptions, *Program Development, *Resource Centers, Secondary Education, Staff Role, Vocational Development

The primary purpose of this monograph is to describe how to develop and implement a career resource center, from conception to evaluation. Six brief vignettes are presented which focus on bringing career education into different types of schools. The purpose, goals, and functions of the career resource center are identified and related to the career development needs of students at different educational levels. The organization of an advisory committee, location and physical development of a center, materials and equipment, and an evaluation table by Career Resource Center Directors of equipment and materials are presented as practical considerations. Staffing and specific staff member responsibilities are outlined. The appendixes include Career Center Evaluation Forms for teachers and students, various floor plans for a career center, and an equipment and price list. (JS)

ED 122 200 CG 400 156

Jones, G. Brian And Others

Improving Human Services: Methods for Systematic Planning, Evaluation, and Staff Development.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—400-75-0017

Note—167p.; Hard copy availability will be announced at a future date by the Human Sciences Press Behavioral Publications, Incorporated, 72 Fifth Avenue, New York, New York 10011 (Spring, 1977)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Counselor Training, *Guidance Objectives, *Guidance Services, *Human Services, Methods, Models, Program Descriptions, *Program Development, Program Evaluation, Program Improvement, *Staff Improvement

This monograph speaks to the basic problems confronting human services programs, and offers suggestions for improving guidance services. Specific concerns addressed are: (1) the need for more systematic program planning and evaluation; (2) an approach to effective planning and evaluation; (3) development of staff skills for use in the planning-evaluation model and process; (4) strategies for integration of the model; and (5) a listing of additional reference materials. Where specific programs are discussed, contact names and addresses are included so that the readers may obtain additional information. (CJ)

ED 122 201 CG 400 157

Bennett, Lawrence A. And Others

What's Happening in Counseling in Corrections.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Note—115p.; Hard copy availability will be announced at a future date by the Human Sciences Press Behavioral Publications, Incorporated, 72 Fifth Avenue, New York, New York 10011 (Spring, 1977)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Change, *Corrective Institutions, *Counseling, Counselor Role, Group Counseling, Historical Reviews, Methods, Models, Objectives, Peer Counseling, *Prisoners, Program Descriptions, *Rehabilitation Counseling, State of the Art Reviews

This monograph examines the area of correctional counseling–where it has been, where it is and where it is going. A historical overview is presented which traces development from the early part of this century, together with the settings in which such counseling has been offered. Various types of counseling techniques and settings are described. New approaches to working with incarcerated persons are delineated, including placement in group homes and peer counseling. Several specific programs are briefly described, and some practical guides for program implementation are presented. (CJ)

ED 122 202 CG 400 158

Benjamin, Libby, Ed. Pratt, Richard, Ed.

Transcultural Counseling: Needs, Programs, and Techniques.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—400-75-0017

Note—266p.

Available from—Hard copy availability will be announced at a future date by the publisher, Human Sciences Press, Behavioral Publications, Inc., 72 Fifth Avenue, New York, New York 10011 (Spring 1977)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, *Counseling Programs, *Counselor Training, *Cultural Awareness, *Cultural Differences, Elementary Secondary Education, Ethnic Groups, Higher Education, Mexican Americans, *Minority Groups, Negro Students, Program Descriptions, Puerto Ricans, Spanish Americans

Identifiers—Chicanos

This extensive monograph, multiply-authored by subject experts, speaks to the special needs of four major minority groups in the United States: American Indians, blacks, Chicanos, and Mexican Americans. Special counselor training programs are described which help provide awareness of cultural differences and tools for working with minority populations, particularly in the schools. Chapters speak to: (1) "Issues in the Counseling of Spanish Speaking/Surname Clients;" (2) "Counseling Alaskan Natives;" (3) "Black Perspectives on Counseling;" (4) "Planning and Implementing Transcultural Training Experiences;" (5) "Planning and Leading Transcultural Groups;" (6) "Cross Cultural Group Counseling and Its Effect on Reducing Tension in a Racially Mixed School;" and (7) "Exemplary Programs, Practices and Policies." (Author)

ED 124 867 CG 400 159

Drum, David J. Knott, J. Eugene

Structured Groups for Facilitating Development: Acquiring Life Skills, Resolving Life Themes, and Making Life Transitions.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—400-75-0017

Note—237p.

Available from—Hard copy available will be announced at a future date by the Human Sciences Press Behavioral Publications, Incorporation, 72 Fifth Avenue, New York, N.Y. (Spring 1977)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Communication Skills, *Counseling Programs, *Daily Living Skills, *Developmental Guidance, Group Dynamics, Group Guidance, *Group Instruction, *Individual Development, Interaction Process Analysis, Mental Health Programs, Program Descriptions, Self Actualization, *Skill Development, State of the Art Reviews

Identifiers—*Structured Groups

This monograph provides an overview of structured group approaches which supply both effective learning strategies and interpersonal environments in which people can seek to achieve higher levels of personal competence and nurture feelings of inner satisfaction with the direction of their lives. These approaches should be viewed as educational tools whose implementation at the appropriate point in the evolution of an individual's development can facilitate positive growth. The monograph attempts to demonstrate the degree to which the structured group movement has matured and enhanced the ability of helping professionals to help people resolve both existing problems and developmental needs. The monograph presents the theoretical basis for structured groups and the critical elements in their design. Three major categories of structured groups (life skills, life theme, and life transition groups), their core components, and models for their development and implementation are described. Specific examples of activities for skill development are presented for each structured group. The issue of deployment of resources in utilizing these approaches, and future needs and directions for employing structured developmental groups are also discussed. The appendix and references provide useful information (with addresses) for the reader. (Author/HM)

ED 124 868 CG 400 160

Arends, Richard I. Arends, Jane H.

Systems Change Strategies for the Helping Professional.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—400-75-0017

Note—109p.

Available from—Hard copy availability will be announced at a future date by the Human Sciences Press Behavioral Publications, Incorporation, 72 Fifth Avenue, New York, N.Y. (Spring 1977)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Change Strategies, Counseling Programs, Elementary Secondary Education, Models, *Problem Solving, Program Proposals, *Pupil Personnel Services, *Pupil Personnel Workers, *School Improvement, School Psychologists, School Role, *School Systems, Systems Approach, *Systems Development

This monograph concentrates on the processes of change in a specific social system, the school, and presents specific strategies for promoting system change. It is addressed to school psychologists, counselors, social workers, and pupil personnel workers. The monograph, divided into five chapters, describes both the theoretical and practical aspects of producing system change. In the first chapter the authors describe why schools need to change, and suggest the part that those who provide guidance and pupil personnel services can play. The second chapter explains schools as social systems and describes some group processes through which work is accomplished in schools. Examples and tools appear in the third chapter, while the fourth chapter presents guidelines for facilitating change. The authors suggest trends for the future in the final chapter and conclude with an annotated bibliography for further reading. (Author)

ED 137 712 CG 400 161

Larson, A. William

Student Rights: Relevant Aspects for Guidance Counselors.

American School Counselor Association, Washington, D.C.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-75-0017

Note—54p.; For related documents in this series, see CG 400 161-165.

Available from—Ms. Carol Reynolds, P.O. Box 39143, Denver, Colorado 80239 (HC $3.00, the entire series of five is available for $12.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Confidentiality, *Counselor Role, *Counselors, Court Litigation, *Educational Legislation, Grievance Procedures, *Guidance Personnel, Guides, Methods, Ombudsmen, Sex Discrimination, State of the Art Reviews, Student Placement, Student Records, *Student Rights

This monograph provides school guidance counselors with practical and immediately adoptable techniques and procedures for dealing with the issue of student rights. Topics covered include a substantive overview of the dvelopment of student rights legislation, court decisions which have import for counselors, discussion of specific areas in which counselors should possess legal knowledge, and a need for counselors to become ombudspersons-aware of Federal and local regulation, responsible for communicating this knowledge to relevant school personnel, and striving to achieve justice for all concerned. When legal questions or doubts arise, this monograph can become a significant sourcebook. (Author/YRJ)

ED 137 713 CG 400 162

Hays, Donald G. Linn, Joan K.

Needs Assessment: Who Needs It?

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-75-0017

Note—77p.; For other documents in this series, see CG 400 161-165.

Available from—Ms. Carol Reynolds, P.O. Box 39143, Denver, Colorado 80239 (HC $3.00, the entire series of five is available for $12.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accountability, *Counselor Role, *Educational Improvement, Educational Needs, Evaluation, Guides, *Models, *Needs Assessment, *Student Needs, Student School Relationship

This monograph addresses the issue of needs assessment in the educational process and how it applies to the school counselor's role. The authors provide information on the process of needs assessment, from the initial step of obtaining commitment to the final outcome of improved program planning and development. Using an example common to many situations and settings, the authors spell out the step-by-step procedures necessary for successful implementation of needs assessment. The bibliography and appendixes provide various materials that the readers can adopt or adapt for use in their own work settings. There is also a list of schools and agencies already engaged in the process who will provide reactions and opinions. (Author/YRJ)

ED 137 714 CG 400 163
Nasman, Daniel H.
Legal Concerns for Counselors.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-75-0017
Note—94p.; For other related documents in this series, see CG 400 161-165.
Available from—Ms. Carol Reynolds, P.O. Box 39143, Denver, Colorado 80239 (HC $3.00, the entire series of 5 is available for $12.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Confidentiality, *Counselor Role, Court Litigation, *Due Process, Ethics, Guides, *Laws, *Legal Responsibility, Parent School Relationship, *Student Rights, Student School Relationship

The Federal courts, state legislatures, local districts, and building administrators, as well as professional associations, have given a great deal of attention in recent years to the legal implications involved in helping others. Because the laws regarding counseling practices vary so much from state to state, a discussion of specific legal guidelines to which all counselors should adhere is not possible. However, certain legal principles have been established which should be part of the basic knowledge of any professional in the helping services. This publication seeks to heighten the awareness of counselors as to the legal implications of what they do. The major areas of focus include: (1) the constitutional principles of due process and other student rights; (2) the principles of confidentiality and privacy rights; (3) the guiding principles of an ethical code and (4) the counselor's dilemma in serving the often conflicting demands of students, parents and the system. (Author/YRJ)

ED 137 715 CG 400 164
Kristal, Helen F.
The Role of the School in Child Abuse and Neglect.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-75-0017
Note—64p.; For other documents in this series, see CG 400 161-165.
Available from—Ms. Carol Reynolds, P.O. Box 39143, Denver, Colorado 80239 (HC $3.00, the entire series of 5 is available for $12.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavior Patterns, *Child Abuse, *Child Advocacy, Community Services, *Family Life, Guides, *Legal Problems, *Parent Child Relationship, *School Responsibility, Social Attitudes

This handbook offers a comprehensive review of the social and psychological problems of child abuse and the role of the schools and community agencies in dealing with the problem. Sections elaborate the historical perspective, legal problems of definition and legislation, incidence and etiology of abuse. Identification by the school, reporting, the school's role in treatment, and the importance of the school environment are all covered. A bibliography is included. (MML)

ED 137 716 CG 400 165
Myrick, Robert D.
Consultation as a Counselor Intervention.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-75-0017
Note—122p.; For other documents in this series, see CG 400 161-165
Available from—Ms. Carol Reynolds, P.O. Box 39143, Denver Colorado 80329 (HC $3.00, the entire series of 5 is available for $12.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Consultants, *Consultation Programs, *Counselor Role, Group Counseling, Guides, Individual Counseling, *Inservice Teacher Education, *Intervention, *Parent Counseling, Students

This monograph provides answers to various questions concerning the role of consultant for the counselor. The author argues strongly for a systematic, carefully planned approach, and provides a step-by-step description of the consultation process. Taped interviews are included to give a more vivid picture of the process at work. Discussed also are such areas as individual and group consultation, teacher consultation, including a full plan for an in-service training workshop, parent consultation, research and theory in consultation, and a brief mention of some traps into which the inexperienced would-be consultant may fall. (Author/YRJ)

ED 140 212 CG 011 819
Walz, Garry R. Benjamin, Libby
On Becoming A Change Agent.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-75-0017
Note—129p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrative Organization, Behavior Change, *Change Agents, *Change Strategies, Changing Attitudes, Counselors, Guides, *Innovation, *Models, *Social Change

This monograph is based on the premise that counselor effectiveness, even counselor survival, depends upon the counselor's willingness and ability to be an active participant in facilitating change. The authors cite five conditions that must be present for successful change. They are: (1) a need for change must be felt by those who will be involved; (2) several kinds of administrative support are needed; (3) community support is essential; (4) on-going evaluation procedures should be incorporated into the plan; and (5) the persons implementing the change must be supported during the process. A six-stage model for change is presented, with each stage outlined in some detail. Both general and specific tactical advice are offered. The book concludes with an extensive, partially annotated bibliography. (Author/BP)

ED 142 929 CG 400 166
Walz, Garry R. And Others
Cumulative Index of ERIC Resources in Counseling and Personnel Services. 1967-1976.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—383p.
Available from—ERIC/CAPS, 2108 School of Education Bldg., University of Michigan, Ann Arbor, Michigan, 48109. ($15.00 prepaid)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Citation Indexes, Coordinate Indexes, *Counseling, *Guidance, Information Dissemination, Literature Reviews, *Pupil Personnel Services, *Rehabilitation Counseling, Resource Materials, *Student Personnel Services, *Vocational Counseling
Identifiers—*ERIC

This cumulative index contains over 5500 titles from the ERIC collection, and represents all the document input from the Clearinghouse on Counseling and Personnel Services between 1967-1976. Topics cover theoretical and practical information in all areas of counseling and guidance as well as in drug abuse, aging, sexuality and death. Directions for use of the index are included. (Author/CKJ)

ED 150 479 CG 012 138
Khosh, Mary N.
A Career Planning Program for Women: The Experience "CUE".
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—123p.; Some parts may be marginally legible due to print quality
Available from—NAWDAC, Publications, 1028 Connecticut Avenue, N.W., Suite 922, Washington, D.C., 20036 ($5.50 each)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Counseling, Assertiveness, Attitudes, Career Change, *Career Planning, *Decision Making, *Females, Models, Program Descriptions, *Role Theory, Values, *Womens Education

This monograph describes a program developed to meet the needs of adult women continuing their education and planning careers. Experience CUE (C=career; U=you, the woman in the middle; E=education) was designed for women who are moving into a role change and need assistance in planning for it. The monograph describes in detail the group counseling sessions, held weekly for eight consecutive weeks in two-hour blocks with 12 women per group. In addition, there is an extensive bibliography and a literature review. (PFS)

ED 150 480 CG 012 139
Sandmeyer, Louise And Others
A Program for Optimizing Women's Leadership Skills (OWLS)
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—93p.
Available from—NAWDAC, Publications, 1028 Connecticut Avenue, N.W., Suite 922, Washington, D.C., 20036 ($5.50 each)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Counseling, Annotated Bibliographies, Communication Skills, *Decision Making, *Females, *Leadership, *Leadership Training, Literature Reviews, Models, *Objectives, Program Descriptions

This program provides counselors with a means for integrating the individual, with the organizational, aspects of leadership training. In addition to an extensive, annotated bibliography, this monograph consists of seven sections: (1) an historical perspective of women in leadership roles; (2) a review of the literature concerning women and leadership; (3) an overview of current leadership programs and their limitations; (4) rationale for the Optimizing Women's Leadership Skills (OWLS) program; (5) an exposition of the OWLS program consisting of four units: an organizational assessment, an individual assessment, skill building modules, and structured experiences; (6) a suggested method for implementing the program; (7) recommendations for adapting OWLS to varying settings and clientele. (PFS)

ED 150 531 CG 400 167
Mamarchev, Helen L. Jensen, Marian P.
Assertiveness Training.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—83p.
Available from—ERIC/CAPS, 2108 School of Education Building, The University of Michigan, Ann Arbor, 48109 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Assertiveness, *Counseling, Group Guidance, *Individual Psychology, Inhibition, *Interpersonal Competence, Resource Guides, Self Concept, Self Help Programs, *Social Behavior

This monograph presents a selective review of references about assertiveness training. The principles of assertiveness training are detailed with examples throughout. Applications for the use of assertiveness training in three areas are discussed: (1) as a self-help strategy, (2) as a tool for the counselor's use with clients, and (3) as tactics for those interested in becoming group facilitators. An annotated bibliography of 39 carefully selected references is also included. To aid the reader in selecting relevant material, an Assertiveness Resources Chart (ARC) cross references the population and content focus of each resource. (Author)

ED 150 532 CG 400 168
Erpenbach, William J.
State Planning for Counseling and Guidance Programs.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—72p.
Available from—ERIC/CAPS, 2108 School of Education Building, The University of Michigan, Ann Arbor, 48109 ($4.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrator Guides, Counseling Programs, *Delivery Systems, *Federal Legislation, *Financial Support, *Guidance Services, Information Sources, *Interagency Coordination, Program Planning, Public Schools, *Statewide Planning

Presented in this monograph is information on the development of comprehensive state plans to strengthen school counseling and guidance programs by coordinating the various funding sources which support the delivery of these services. Included is a discussion of the Federal legislation mandating this coordination together with suggestions and resources to facilitate development of state plans. (Author)

ED 150 533 CG 400 169
Smith, Walter S. And Others
Counseling Women for Nontraditional Careers.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—68p.
Available from—ERIC/CAPS, 2108 School of Education Building, the University of Michigan, Ann Arbor, 48109 ($4.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Assertiveness, *Career Choice, *Counselor Role, *Employment Trends, *Females, Resource Guides, Role Perception, Sex Discrimination, *Sex Role, State of the Art Reviews, *Vocational Counseling
Identifiers—*Nontraditional Occupations

This monograph presents an overview of the employment situation in regard to women, describes trends occurring in women's career choices, and presents five hypotheses, with suggestions for accompanying activities, from which counselors may choose in counseling women for nontraditional careers. The five alternative hypotheses are as follows: (1) women need special remediation to overcome deficiencies such as math inability; (2) women need to be sold on the appropriateness of certain careers for a woman; (3) women need to learn how to accommodate their career and other adult roles; (4) women need to become assertive career pursuers; and/or (5) women must learn to deal with discriminatory barriers to their nontraditional career pursuit. An extensive resource list, divided into separate sections for easy reference, is also provided for readers who wish to explore beyond the information presented here. (Author)

ED 150 534 CG 400 170
Kessler, Sheila
Divorce Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—107p.
Available from—ERIC/CAPS, 2108 School of Education Building, The University of Michigan, Ann Arbor, 48109 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adjustment (to Environment), *Children, *Divorce, *Group Counseling, *Human Services, Intervention, *Marital Instability, *Marriage Counseling, Models, State of the Art Reviews

This paper offers an overview of existing services for divorcing individuals and their children, and focuses specifically on one model of divorce counseling. Emerging trends are identified as the monograph addresses the practical, financial, emotional and social services now offered in the U.S. The bulk of the document is devoted to the format, dynamics and techniques of a specific model for conducting a divorce adjustment group. The model allows unstructured time for divorcing individuals to release and discuss feelings, and describes preventive exercises which foster individual growth. A brief discussion of counseling services for children comprises the last section of the monograph. (Author/BP)

CS

ED 068 951 CS 200 190
Hillocks, George, Jr.
Alternatives in English: A Critical Appraisal of Elective Programs. ERIC/RCS Information Analysis Series: Group 1.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date—72
Contract—OEC-0-72-46-36
Note—155p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00251, $2.45 member, $2.75 non-member)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Black Literature, Composition (Literary), *Elective Courses, *English Curriculum, English Literature, English Programs, *High School Curriculum, Humanities Instruction, Individualized Curriculum, Language Arts, Literary Genres, Mass Media, *Secondary School Students, Secondary School Teachers, Student Centered Curriculum, *Student Interests, Thematic Approach

An appraisal of elective programs in the English curricula of American high schools during the last decade is presented. Elective courses are defined as programs at one or more grade levels which allow students to choose courses that appeal to them from a wide variety of offerings. The study is based on data from over 100 programs in 37 states. The examination proceeds from a discussion of the rationales for these programs to examinations of program structures, patterns of course offerings, course designs, methods and results of evaluation. It concludes with a discussion of some of the important problems and promises of elective programs. A bibliography; a list of schools contributing program guides, questionnaire responses and/or other materials; a list of schools to contact for information about their elective programs; and a copy of the questionnaire that was sent to the department chairmen participating in the study are also included. (Author/DI)

ED 073 447 CS 000 429
Winkeljohann, Sister Rosemary, Ed.
The Politics of Reading: Point-Counterpoint.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 73
Contract—OEC-0-72-4636
Note—78p.
Available from—Intl. Reading Assn., 6 Tyre Avenue, Newark, Del. 19711 (Order No. 853, $2.00 non-member, $1.50 member); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 04131, $2.00 non-member, $1.80 member)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Educational Innovation, Educational Philosophy, *Educational Theories, Literacy, *Literacy Education, *Multimedia Instruction, *Reading, Reading Instruction, *Relevance (Education), Visual Literacy

Neil Postman's article, "The Politics of Reading," reprinted here from the May 1970 "Harvard Educational Review," is the core of this book. Eight persons involved in various ways in the communications field (Claudia Converse, Ralph Staiger, William Jenkins, Robert E. Beck, John Donovan, Frank Smith, Lee Deighton, and Robert F. Hogan) reply to Postman's thesis that print media is becoming obsolete and reactionary and that, hence, we should not be so insistent on teaching everyone to read. In addition, Postman asks, "What is reading good for?" and each respondent addresses himself to this question as well. The book ends with a reply by Postman. Directed to the entire reading profession, the book is designed to provoke discussion rather than to provide definitive answers to difficult and controversial questions. (TO)

ED 080 973 CS 000 711
Goodman, Kenneth S., Ed.
Miscue Analysis: Applications to Reading Instruction.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 73
Note—124p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 03677, $2.50 non-member, $2.25 member)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Developmental Reading, Oral Reading, Reading, *Reading Comprehension, Reading Development, *Reading Diagnosis, Reading Improvement, Reading Instruction, Reading Materials, *Reading Processes, *Reading Research, Reading Skills
Identifiers—*Miscue Analysis

This book is a series of essays on the subject of miscue analysis, a diagnostic procedure rooted in the psycholinguistic view of reading. The focus of miscue analysis is on the broad field of reading comprehension rather than the isolated decoding of individual words and letters. The contents of this book include: "Introduction" by Sister Rosemary Winkeljohann; "Miscues: Windows on the Reading Process" by Kenneth S. Goodman; "Miscue Analysis and the Training of Junior and Senior High School English Teachers" by Jay B. Ludwig and James C. Stalker; "The Module and Miscue" by Jayne A. DeLawter; "Miscue Analysis for In-Service Reading Teachers" by Yetta M. Goodman; "Clinical Uses of Miscue Research" by William D. Page; "Building Instructional Materials" by Laura A. Smith and Margaret Lindberg; "Miscues of Non-Native Speakers of English" by Catherine Buck; "Using Miscue Analysis to Advise Content Area Teachers" by Ernie Nieratka; "Miscue Analysis in a Special Education Resource Room" by Suzanne Nieratka; and "Helping the Reader: From Miscue Analysis to Strategy Lessons" by Dorothy Watson, A bibliography is also included. (See ED 058 008, ED 039 101 and CS 000 667 for related documents.) (WR)

ED 085 697 CS 200 718
Neff, Charles, Comp. Neff, Nancy, Comp.
Aids to Curriculum Planning: English Language Arts K-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 73
Note—168p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00233, $4.95 non-member, $4.50 member)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Criteria, *Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, *Curriculum Planning, Elementary Education, *English Instruction, Language Arts, Secondary Education

The aids consist of excerpts of curriculum guides that are representative models for sections of the "Criteria for Planning and Evaluation of Curriculum Guides." The criteria were established by the National Council of Teachers of English Committee on Curriculum Bulletins and were designed to facilitate the planning and evaluating of curricula. These aids are intended to: (1) provide curriculum guide developers with a model, (2) present useful units to the classroom teacher, and (3) be used as reference material in college classes. Each of the seven sections in the book (philosophy, objectives, language, composition, media, reading and literature, and evaluation is preceded by an explanation of criteria. Most sections include a model excerpt from an elementary, a secondary, and a total K-12 curriculum guide. (LL)

ED 085 798 **CS 500 536**

Barbour, Alton Goldberg, Alvin A.

Interpersonal Communication: Teaching Strategies and Resources.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 74

Contract—NEC-0-72-4636

Note—93p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N. Y. 10001 ($2.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Skills, *Curriculum Development, Instructional Materials, Interpersonal Competence, *Interpersonal Relationship, *Teaching Methods, Teaching Skills, Teaching Techniques

The purpose of this monograph is to facilitate the development of curricula in interpersonal communication by describing the area and identifying methods and resources available to teachers and students who wish to develop coursework in interpersonal communication. Some of the topics covered include: a definition of interpersonal communication, interpersonal communication and group communication, approaches to interpersonal communication, conflict resolution, general rules and guidelines for interpersonal communication teaching and learning, comments on teaching methods, models, and a laboratory approach to interpersonal learning. A resource section on theories of interpersonal communication, textbooks in interpersonal communication, content of interpersonal communication, and methods for interpersonal learning is also included. (WR)

ED 086 949 **CS 000 876**

Cullinan, Bernice E., Ed.

Black Dialects & Reading.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 74

Contract—NEC-0-72-4636

Note—205p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 00572, $3.95 nonmember, $3.75 member)

EDRS Price MF-$0.83 HC-$11.[illegible]7 Plus Postage.

Descriptors—Beginning Reading, *Black Dialects, Language Experience Approach, *Language Handicaps, Nonstandard Dialects, Oral English, Psycholinguistics, *Reading Instruction, *Reading Materials, Reading Processes, *Reading Skills, Tenl

Identifiers—*Black English

This book offers direction for the teacher who wants to know what can be done to improve the effectiveness of language and reading instruction. Part 1 focuses on the issues in teaching black children to read and provides the teacher with an orientation to some of the specific problems in the field such as the question of the existence and nature of black dialects, whether black English speakers should be taught standard English, and what teachers need to know to be effective in the classroom which includes dialect speakers. Diagnostic tools are described in part 2 so that the teacher can identify the language base on which to build individual programs. Articles in part 3 suggest classroom strategies for teaching oral standard English to nonstandard speakers. Part 4 provides materials which guide teachers in assisting dialect speakers in their special problems with correspondence between spoken forms and written symbols in beginning reading. Part 5 contains the edited transcripts of the proceedings from a conference which provide a framework for understanding the questions that black English raises in the teaching of reading. Two special resources for teachers, including an annotated bibliography of materials on language, dialects, and reading, comprise part 6. (HOD)

ED 089 317 **CS 201 125**

Robinson, H. Alan Burrows, Alvina Treut

Teacher Effectiveness in Elementary Language Arts: A Progress Report.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 74

Contract—NEC-0-72-4636

Note—102p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 14282, $2.25 nonmembers, $2.00 members)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Composition (Literary), *Educational Research, *Effective Teaching, Elementary Education, *Language Arts, Linguistics, Listening Skills, Literature, Reading Instruction, Speech Communication, Spelling Instruction, *Teacher Behavior, *Teaching Methods

This survey of recent research on teacher behaviors probes seven areas of elementary language arts teaching: teaching linguistics to elementary and preschool children; teaching listening skills to children in the elementary school; teaching literature to children; children's oral language/speaking; reading instruction; spelling instruction; and the teaching of writing. Answers were sought to these questions: (1) What teaching behaviors are associated with pupil "success" as defined in the respective studies? and (2) How can one identify and describe these activities in the classroom milieu? It was concluded that gaps exist in the crucial area of "precise activities at points of interaction between teacher and pupil." In addition to sections reporting on each of the seven areas probed, the book includes "Plan for a Five-Phase Study of Teaching Effectiveness," "Criteria of Excellence in Teaching the Language Arts," "Evaluative Instruments and Pertinent Research," and "A Forward Look." (HOD)

ED 091 669 **CS 001 127**

Venezky, Richard L.

Testing in Reading: Assessment and Instructional Decision Making.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 74

Contract—NE-C-0-72-4636

Note—41p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 05121, $0.95)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Criterion Referenced Tests, Educational Accountability, *Evaluation Methods, *Guidelines, *Reading, Reading Diagnosis, Reading Improvement, Reading Programs, *Reading Tests, Standardized Tests, Testing, *Test Interpretation

This booklet is designed to provide guidelines for testing in reading and suggestions for using the test results in ways which will most benefit the student. Ten canons are presented which are intended to serve as guidelines for program-related assessment within a framework of instructional decision making. They are concerned primarily with the amount and types of assessment which individuals should receive within the bounds of reading instruction, but they also address themselves to some of the problems related to program assessment and to the distribution and protection of assessment results. Some of the canons are: "The function of assessment in reading is to aid in instructional decision making." "The value of an assessment is measured in terms of its unique contribution to a decision." "The content of assessment should be compatible with the content of instruction." "The exactness of assessment should be determined by adaptability of instruction." "The amount of assessment an individual receives within a program should be proportional to his needs within that program." "Program related assessment should provide continual information for making program improvements." "Assessments related to program outcomes should be based upon realistic expectancies." (WR)

ED 091 702 **CS 201 295**

Burt, Forrest D., Ed. King, Sylvia, Ed.

Equivalency Testing: A Major Issue for College English.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 74

Contract—NE-C-0-72-4636

Note—68p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 02222, $1.25 non-member, $1.15 member)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—College Credits, *Colleges, Educational Trends, English Instruction, *Equivalency Tests, Professors, Student Evaluation, Student Placement, Testing Programs

Identifiers—CLEP, College Level Examination Program

The topic of this booklet is the current programs in equivalency testing in English, their inherent problems and any possible solutions. Papers which were presented orally at the Texas Conference on Placement, Exemption, and Credit in English consist of "Societal Demands for the Program of Placement, Exemption, and Credit"; "Grounds for Confidence in Using Standardized Tests"; "The Relationship between the Professor and the Academic Vice President's Office in Terms of Credit by Examination"; "The Relationship between the Professor of English and the Director of the Counseling and Testing Center"; "The Professor-The Key to the Program of Placement, Exemption, and Credit in English"; and "The Roles of the College or University in the Program of Placement, Exemption, and Credit in English." Also included are "Equivalency Testing in College Freshman English: A Report and a Proposal"; "Politics of CLEP and Other Equivalency Examinations: Resolutions of ADE-Bradley Conference"; and a chart on English testing practices in Arkansas, Louisiana, Oklahoma, and Texas. (JM)

ED 096 691 **CS 201 595**

Trager, Robert

Student Press Rights: Struggles in Scholastic Journalism.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Journalism Education Association, La Crosse, Wis.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 74

Contract—NEC-0-72-4636

Note—94p.

Available from—JEA Publications, 912 Market St., La Crosse, Wisconsin 54601 ($3.95 nonmember, $2.95 member, make check payable to JEA Publications)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Role, Censorship, *Court Litigation, Due Process, *Freedom of Speech, *Journalism, School Newspapers, School Publications, Secondary Education, *Student Publications, *Student Rights

Identifiers—First Amendment, Tinker vs Des Moines Independent School District

The purpose of this monograph is to acquaint journalism teachers, faculty advisers to student newspapers, administrators, and students with the court cases and decisions which have been made concerning student publications and underground newspapers. The chapters in the book include "Students' Rights: Background," which discusses the impact of the First Amendment on the student press and stresses the importance of free expression for high school students; "Students' Rights: Development," which examines the effect of the "Tinker" decision in establishing at what point student expression may be curtailed if school officials forecast a disruption of educational activities; "Students' Rights: Particular Circumstances," which presents cases exploring students' rights of expression on and off campus grounds; "Students' Rights: Administrative Regulations Allowed by Courts," which considers the powers of school administrators in dealing with student expression and cites several cases in which the courts upheld the administrators; and "Students' Rights: Additional Matters" which discusses cases concerned with the advertising and sales of student publications, the reinstatement of students following litigation, and the still undefined role of the publications adviser. (RB)

ED 098 642 **CS 500 889**
Bacon, Wallace A.
Oral Interpretation and the Teaching of Literature in Secondary Schools.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.
Pub Date—Nov 74
Contract—NE-C-00-3-4636
Note—67p.
Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 ($2.25)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Communication Skills, *English Instruction, *Interpretive Reading, Literary Analysis, *Literature Appreciation, Literature Reviews, Secondary Education, *Speech Instruction, State of the Art Reviews

The purpose of this state-of-the-art monograph is to describe the nature of oral interpretation of literature and to suggest contributions which can be made through this channel to the study of literature in high school. A comprehensive treatment and a qualitative assessment of the published and unpublished material on the topic are attempted and the relevant research, curriculum trends, teaching materials, judgments of recognized experts in the field, and reports and findings from various national committees and commissions are reviewed. The approach used–the oral experience of teaching English, speech communication, theatre, related subjects–was selected for teachers seeking new techniques and methodologies to involve students both in the meaningful exploration of literature and in the development of effective communication skills. (RB)

ED 099 835 **CS 201 376**
Fagan, William T. And Others
Measures for Research and Evaluation in the English Language Arts.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 75
Contract—NEC-0-72-4636
Note—241p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 15343, $5.95 nonmember, $5.50 member)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—Educational Research, English (Second Language), *English Education, Evaluation, Language Arts, Language Development, Language Research, Listening, Literary Analysis, *Measurement Instruments, Reading, Teaching Skills, *Test Reviews, Tests, Writing
Identifiers—*The Research Instruments Project, TRIP

In the fall of 1972 the Research Foundation of the National Council of Teachers of English decided to fund the Research Instruments Project (TRIP), a project designed to collect and evaluate measurement instruments in reading, language development, teacher competency, standard English as a second language or dialect, literature, writing, listening, and miscellaneous language skills. In addition to being suitable for assessing a component of the field of English education, the tests selected had to be available on microfilm from University Microfilms or through the ERIC system, must not have been published or made commercially available, and had to have potential use for future research. Information on each of the more than 100 instruments listed includes the suggested age range, a description of the instrument, validity, reliability, and normative data, ordering information, and a list of related documents and references. (TO)

ED 101 322 **CS 001 620**
Page, William D., Ed.
Help for the Reading Teacher: New Directions in Research.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 75
Contract—NEC-0-72-4636
Note—112p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13915; $3.95 nonmember, $3.75 member)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Cloze Procedure, Content Reading, Elementary Secondary Education, *Informal Reading Inventory, *Miscue Analysis, Readability, Reading, *Reading Diagnosis, *Reading Research, *Reading Tests

This book is designed to be a bridge between teachers and research in such topics as the cloze procedure, readability formulas, miscue analysis, reading strategies, informal reading inventories, and concepts and reading in the content areas. "Children's Behavior While Reading" by H. Robinson serves as a bridge between Huey's early beginning and contemporary theory and research. "Oral Reading Analysis: A View of the Reading Process" by C. Burke and "Reading Strategy Lessons; Expanding Reading Effectiveness" by Y. Goodman both discuss the reading process as seen through miscue analysis. "The Relationship of Beginning Reading Instruction and Miscue Patterns" by J. DeLawter looks at patterns of miscues in children who have received different kinds of reading instruction. "A Different Look at Reading in the Content Areas" by K. Carlson looks at the differences in miscues produced in reading different content materials. "Literacy in the Classroom" by J. Bormuth discusses readability of texts and the pupils' ability to comprehend textual materials. "Auditory Discrimination: Differences versus Deficits" by P. Williams reports on research that isolates linguistic elements. And "Use of Informal Reading Inventories" by W. Page and R. Barr discusses the informal reading inventory. (WR)

ED 102 574 **CS 201 866**
Hillocks, George, Jr.
Observing and Writing.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.
Pub Date—Mar 75
Contract—NEC-0-72-4636
Note—30p.; Theory into Practice (TIP) Series
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 31254, $1.00 member, $1.10 nonmember)
EDRS Price MF-$[illegible]3 HC-$2.06 Plus Postage.
Descriptors—Class Activities, Composition (Literary), *Composition Skills (Literary), Higher Education, *Observation, Secondary Education, *Teaching Techniques, *Writing Skills

Experience in teaching composition at every level, from seventh grade to advanced writing courses intended for college sophomores, reveals one common problem–lack of specificity. Hillocks discusses this problem and suggests that it can be surmounted by involving students in the process of observing, encouraging them to draw inferences from their observations, and helping them to develop the sense of audience and critical awareness that comes with having students read, listen to, and comment on each other's writing. Fifteen activities designed to increase the students' power as observers and recorders of sensory experience are described. (JM)

ED 105 516 **CS 202 047**
Hoetker, James
Theater Games: One Way into Drama.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 75
Contract—NEC-0-72-4636
Note—31p.; Theory into Practice (TIP) Series
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 38612, $1.10 non-member, $1.00 member)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Class Activities, Creative Activities, *Creative Dramatics, Dramatics, *Educational Games, Elementary Secondary Education, English Instruction, Language Arts, Teacher Education, Teaching Methods, *Theater Arts
Identifiers—Spolin (Viola)

Although drama should be a central, indispensable activity not only in language arts programs but in college and university programs preparing teachers of language arts and reading, few teachers have had opportunities for the workshop and theater experiences that would enable them to introduce their students to the world of drama. This booklet suggests resources that are rich and detailed enough to enable any teacher to learn drama while teaching it. The primary focus is on Viola Spolin's "Improvisation for the Theater," which sets out a structured sequence of dramatic activities–theater games–designed to prepare students of any age to act on the stage. A number of theater games, many of them Spolin's are described so the reader may get an idea of their nature and their possible uses. (TO)

ED 111 045 **CS 501 114**
McBath, James H. Burhans, David T., Jr.
Communication Education for Careers.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—75
Contract—NEC-400-75-0029
Note—150p.
Available from—Speech Communication Association, 5205 Leesburg Pike,Falls Church, Virginia 22041 ($4.50 non-members, $3.95 members)
EDRS Price MF-$0.76 HC-$6.97 Plus Postage
Descriptors—*Career Education, *Career Planning, Communication (Thought Transfer), Curriculum Design, *Employment Opportunities, Futures (of Society), Higher Education, Internship Programs, *Speech Curriculum, *Speech Education, State of the Art Reviews, Teacher Education Curriculum

Speech education curriculums have been concerned primarily with teacher education. Now, speech communication educators are faced not only with the pressures of decreasing opportunities for their majors in the traditional academic marketplace, but also with the challenges of newly emerging possibilities for career roles. There is no fundamental incompatibility between liberal education and career education, and both are essential in a complex technological society. Some of the vocational areas which speech communication graduates have entered are public relations and advertising, personnel, business, industry, government, law enforcement, entertainment, social services, sales, and the ministry. Thus, there is a continuing need for persons competent in communications skills in many vocations. Career counseling, mini-minors in vocational fields, and internships in career relevant areas are ways of preparing communication majors for employment. Ways for colleges to develop and implement a career-oriented approach to communication education are explored. (MKM)

ED 112 346 **CS 001 934**
Effective Reading Programs; Summaries of 222 Selected Programs.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.; Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date—75
Contract—NEC-400-75-0029; OEC-0-73-7054
Note—262p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13001, $5.95 non-member, $5.50 member)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—Adult Reading Programs, Developmental Reading, *Effective Teaching, Elementary Secondary Education, *Models, Postsecondary Education, Program Descriptions, *Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, Remedial Reading
Identifiers—*Effective Reading Programs, Right to Read

This catalog of reading programs is a result of an intensive search by the American Institutes for Research of reading programs in operation across the nation, followed by computer evaluation of the findings. Although the principal objective of the research was to produce multimedia inservice packages for reading teachers which demonstrate twelve outstanding programs, the number of effective reading programs discovered was too significant to go unreported. Summaries are given for each of the 222 programs judged to have potential for improving reading ability. The size of each program and its target population are described; its starting date, staff, and major features are given; its facilities, materials, and equipment are listed; and its cost is detailed. Sources of further information on each program are also included. The programs outline elementary, secondary, adult, and special education areas and cover a wide range of reading skills, organizational plans, and geographical areas. The twelve programs to be depicted in multimedia packages are also briefly described. More complete descriptions of most of the programs can be found in the ERIC system. (MKM)

ED 112 426 CS 202 280
Read, Charles
Children's Categorization of Speech Sounds in English. NCTE Committee on Research Report No. 17.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Note—200p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06307, $3.95 non-member, $3.65 member)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Child Language, Consonants, Language Development, Language Research, Language Skills, *Phonology, Preschool Education, Primary Education, *Speech, Speech Communication, *Spelling, Vowels

The primary purposes of this study were to investigate the phonetic bases of nonstandard spellings invented by preschool and primary-grade children, to devise appropriate experimental techniques for eliciting judgments of phonetic relationships from young children, to identify the specific characteristics that influence children's categorization of speech sounds, and to identify the significance of children's phonetic judgments for phonetic classification and for the teaching of literacy. The six chapters of the book discuss such topics as invented spelling, experimental studies of clusters, experimental studies of preconsonantal nasals, and studies of vowels. Some of the major conclusions reached in this study are that (1) the basis for certain common nonstandard spellings is that children categorize speech sounds in unexpected but phonetically justified ways; and (2) categorization of speech sounds is an important component of early language learning because it influences children's efforts in spelling, giving rise to certain types of apparent errors which teachers should understand in order to respond appropriately. (TS)

ED 112 445 CS 501 120
Davis, Robert E.
Introduction to Film Making.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 75
Contract—NEC-400-75-0029
Note—56p.; Theory into Practice (TIP) Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($1.40 members, $1.50 non-members); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 23694, $1.40 members, $1.50 non-members)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Animation, Communication (Thought Transfer), Editing, *Film Production, *Films, Higher Education, Learning Activities, *Photographic Equipment, *Production Techniques, Secondary Education, Teaching Methods, *Visual Literacy

This booklet is intended for teachers who are now teaching units in film production as part of a program in communication or who wish to begin work with filmmaking in such a program. The first section is intended to serve as a brief introduction to film theory, while a major portion of the rest of the booklet is devoted to film projects which may be used with classes. Exercises included for teachers without access to filmmaking equipment may be carried out with pencils, paper, and other readily available classroom materials. Other exercises using super-8 cameras and equipment are also suggested, as are activities using videotape recorders and still cameras in place of motion picture equipment. All exercises and activities are designed for adaptation to grade and ability levels by the teacher. (LL)

ED 113 728 CS 202 314
Tiedt, Iris M.
Individualizing Writing in the Elementary Classroom.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 75
Note—32p.; Theory into Practice (TIP) Series
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 23058, $1.00 member, $1.10 non-member)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Classroom Arrangement, Classroom Games, Educational Games, Elementary Education, *Individual Instruction, *Individualized Instruction, Instructional Materials, *Learning Activities, *Writing Exercises, *Writing Skills

This booklet is one in a series designed to bridge the gap between theory and practice by suggesting specific classroom activities based on current educational theory and research. Designed for elementary school teachers, it is divided into two sections. The first section discusses such topics as providing a healthy classroom environment for free expression; the various roles the teacher must play in encouraging children to write; evaluation; the learning center in the classroom; and the advantages of individualized writing instruction. The second section offers practical hints on such topics as organizing a writing center; developing a minicenter for focus on a specific writing activity; preparing task cards which allow a child to choose an activity to complete independently; making activity sheets for writing; creating learning modules for writing; and including open activities for writing. Specific games, activities, and topics, such as the thesaurus, address books, idioms, and free verse, are discussed and illustrated. (TS)

ED 113 771 CS 501 141
Wiemann, Mary O. Wiemann, John M.
Nonverbal Communication in the Elementary Classroom.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 75
Contract—NEC-400-75-0029
Note—44p.; Theory into Practice (TIP) Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 33614, $1.40 member, $1.50 non-member)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Body Language, *Communication (Thought Transfer), *Communication Skills, Elementary Education, Instructional Materials, *Learning Activities, Motion, *Nonverbal Communication, Nonverbal Learning, *Teaching Guides, Theories

This booklet presents current educational theories concerning nonverbal communication and provides classroom activities for putting these theories into practice. The first section discusses the definition of communication, the relationship of verbal and nonverbal communication, the components of nonverbal communication, the environment of personal space, body movement and orientation, the face and eyes, and nonlanguage vocal behavior. The second section focuses on vocal cues, personal space and environment, face and eyes, body movement and orientation, and nonverbal awareness. Various games and exercises are recommended for each of these topics. The final section lists references related to nonverbal communication. (TS)

ED 113 773 CS 501 143
Book, Cassandra Galvin, Kathleen
Instruction in and about Small Group Discussion. Theory Into Practice.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Note—51p.; Theory into Practice (TIP) Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 23481, $1.40 member, $1.50 non-member)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Communication (Thought Transfer), Educational Research, *Group Activities, *Group Discussion, Group Dynamics, *Group Experience, Group Structure, *Learning Activities, Theories

This booklet is one in a series designed to bridge the gap between theory and practice by suggesting specific classroom activities based on current educational theory and research. Approximately half of the booklet is devoted to a review of current research and theory concerning small group discussion and interaction. The second half presents group exercises in an attempt to analyze group development and processes, group norms, group cohesiveness, conformity, problem solving, decision making, networks, roles, leadership, environment, and interpersonal atmosphere. (LL)

ED 120 731 CS 202 584
Lundsteen, Sara W., Ed.
Help for the Teacher of Written Composition (K-9): New Directions in Research.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—76
Contract—400-75-0029
Note—77p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 20644, $3.95 nonmember, $3.75 member)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Child Language, *Composition (Literary), *Educational Research, Elementary Secondary Education, Evaluation Methods, Literature Appreciation, *Literature Reviews, Motivation, Teaching Techniques

Children's abilities in written composition have recently become a major concern, stimulated by the National Assessment of Educational Progress, by the earmarking of composing ability as a new class marker, and by increased competition in an overcrowded labor market. This bulletin has been designed to help close the gap between educational research and the classroom teaching of written composition. Topics discussed include research, children's language and composition, motivation, the interrelationship of literature and composition, evaluation, and research perspectives from the behavioral sciences. Authors are Alvina Treut Burrows, James Fleming, Sara Lundsteen, Eileen Tway, and Robert Calfee. Although the scope of the bulletin is kindergarten through junior high, with emphasis on the elementary level, discussions of important research above this level are included. (JM)

ED 120 838 CS 501 287
Smith, Robert Rutherford
Beyond the Wasteland: The Criticism of Broadcasting.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—76
Contract—400-75-0029
Note—112p.
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($3.50 nonmember, $3.00 member)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Analytical Criticism, *Broadcast Industry, Cable Television, Cultural Awareness, Higher Education, Mass Media, *Programing (Broadcast), *Radio, Social Values, *Television, Television Viewing
Identifiers—Broadcast Journalism

This book on television and radio criticism is intended to encourage viewers to listen and view the broadcast media more critically. The first part of the book is concerned with the process of criticizing broadcast programs. This part of the book considers criticism as a way of knowing, the varieties of criticism, two critical approaches–the mythological and the public policy oriented–and looks at criteria that have been used by some critics in the past. The second part of the book deals with issues in the broadcast industry. Among these are broadcast journalism, the planning and evaluation of cable and pay-cable television services, and the social effects of broadcasting. (RB)

ED 120 892 CS 501 348
Feezel, Jerry D., Comp. And Others
Selected Print and Nonprint Resources in Speech Communication: An Annotated Bibliography, K-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 76
Contract—400-75-0029
Note—73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Annotated Bibliographies, Communication (Thought Transfer), Debate, Elementary Secondary Education, Film Study, *Mass Media, Nonverbal Communication, Resource Guides, Resources, *Speech, Speech Communication, *Speech Curriculum, Teacher Education, Television Curriculum
Identifiers—*Speech Communication

This annotated guide to resources in speech communication will be valuable for K-12 teachers seeking resources for both required and elective units. Entries are organized by grade level within the various content areas and are grouped under the following section headings: print, nonprint, multimedia, and major sources. Within each of these four sections, resources are listed in order of grade levels of appropriate use. The entries are coded for the content areas or courses in which the resource could be used most appropriately. The codes (which are defined in the introduction) are established to identify with commonly offered courses, units, or activity areas in a school's curriculum and with teacher preparation or inservice work. The following content codes are used: argumentation and forensics, drama and theatre, film study, group discussion, interpersonal communication, language development and semantics, mass communication, nonverbal communication, oral interpretation of literature, public speaking, radio-TV production, teacher education, and general. (TS)

ED 125 008 CS 501 414
Stewart, Charles J.
Teaching Interviewing for Career Preparation.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—400-75-0029
Note—40p.; Theory into Practice (TIP) Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Planning, *Employment Interviews, *Field Interviews, Higher Education, *Interviews, *Learning Activities, Question Answer Interviews, Secondary Education, *Teaching Techniques

The purpose of this booklet is to aid high school and college instructors in designing and teaching units or courses in the fundamentals of informational and employment interviewing. The theory section of this work provides a definition of related communications principles, and an analysis of the dynamics of informational and employment interviewing. Exercises are suggested to demonstrate to students their involvement in day-to-day interviewing situations and to increase student awareness of the total interview process, types and uses of interviewing in American society, and the advantages and disadvantages of interviewing as an information gathering technique. Other exercises are specifically related to preparation for career-hunting through practice in the employment interview situation and resume writing. (KS)

ED 125 009 CS 501 415
Newmark, Eileen Asante, Molefi K.
Intercultural Communication.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church; Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—400-75-0029
Note—45p.; Theory into Practice (TIP) Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Communication (Thought Transfer), Communication Problems, *Cultural Awareness, *Cultural Differences, *Cultural Education, Cultural Exchange, Higher Education, *Intercommunication, *Learning Activities, Secondary Education

Human communication involves the interaction of selves, and an intercultural encounter permits the discovery of one's own cultural self. Participatory learning of intercultural communication provides students with an opportunity for involvement through analysis of their and others' perceptions, improvement of language fidelity, emphasis on sensitivity to difference in others, and development of an ability to evaluate intercultural communications. Practical applications of theory for the classroom include exercises designed to stimulate self-awareness, improve understanding of cultural patterns through the study of literature, and increase perception of varied value systems. (KS)

ED 125 010 CS 501 416
Jandt, Fred E. Hare, Mark
Instruction in Conflict Resolution.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—400-75-0029
Note—32p.; Theory into Practice (TIP) Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Class Management, Classroom Communication, *Classroom Techniques, *Conflict, *Conflict Resolution, *Group Activities, Higher Education, *Learning Activities, Problem Solving, Productive Thinking, Secondary Education, Teaching Techniques

Intended for use by teachers who are concerned with making effective responses to conflict in the classroom, this booklet describes the nature of adolescent conflict and the differences between conflict, competition, and cooperation. The theory section of this work analyzes some of the major concepts and research findings emphasized in the study of communication and conflict resolution. In the practice section, activities designed for classroom use in speech, English, social studies, guidance, or other curricula to enhance conflict resolution skills are outlined. Six major activity categories are discussed: role playing, gaming, games and exercises, simulations, films, and complete resource packages. (KS)

ED 125 011 CS 501 417
Wakefield, Beverly
Perception and Communication.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—400-75-0029
Note—32p.; Theory into Practice (TIP) Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Classroom Communication, Cognitive Processes, Communication (Thought Transfer), *Communication Skills, Interaction Process Analysis, *Intercommunication, *Learning Activities, *Perception, Secondary Education, *Sensitivity Training

The purpose of this booklet is to provide a summary of perception research and to suggest practical applications which will improve students' and teachers' communication ability. The "theory" section of this work is devoted to the definition of perception as a selective process, dependent on such factors as acuity of sensory equipment, physical point of view, psychophysical condition, past experience, and present needs and purposes. The manner in which perception is used in communication and basic principles such as continuity, proximity, perceptual constancy, and figure-ground relationship which influence perception are also examined. The "practice" section includes exercises suitable for classroom implementation in sensitivity, nonverbal perception, listening, and awareness. (KS)

ED 126 548 CS 501 463
Lynn, Elizabeth M.
Improving Classroom Communication: Speech Communication Instruction for Teachers.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—400-75-0029
Note—135p.
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($3.95 members, $4.50 non-members)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Annotated Bibliographies, *Classroom Communication, *Course Content, Educational Programs, Instructional Design, National Surveys, Resource Materials, Student Teacher Relationship, *Teacher Education
Identifiers—*Speech Communication

Recognition of the importance of the classroom as a communication environment, in which the teaching/learning process relies upon the interactive behaviors of speaking and listening, has contributed to the rapid multiplication over the past few years of courses in classroom communication. This publication, designed for educational planners (including governmental and private funding agencies) and for speech department personnel concerned with providing teacher communication programs, deals with the prevalence, design, and content of classroom communication courses; commonly used instructional strategies; instructors' qualifications; model courses; and the effectiveness of such courses. Included are an annotated bibliography of resource materials for course development and lists of schools surveyed for course offerings, both undergraduate and graduate. (JM)

ED 128 762 CS 002 925
Allen, P. David, Ed. Watson, Dorothy J., Ed.
Findings of Research in Miscue Analysis: Classroom Implications.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—Oct 76
Contract—NEC-400-75-0029
Note—256p.
Available from—National Council of Teachers of

English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 17333, $6.95 non-member, $6.75 member)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Bibliographies, Decoding (Reading), Elementary Education, Language Usage, *Miscue Analysis, *Oral Reading, Phoneme Grapheme Correspondence, Reading Comprehension, *Reading Diagnosis, *Reading Instruction, Reading Research, *Research, Semantics, Syntax, *Taxonomy

Intensive studies of children's miscues in oral reading were conducted from 1965 through 1974 by researchers at Wayne State University. This volume contains the concepts and assumptions underlying that research, the basic research design, the complex nature and function of the Goodman Taxonomy of Oral Reading Miscues, the findings of the research, and its implications for reading instruction. Appendixes include the latest Goodman Taxonomy of Reading Miscues, a brief description of the oral reading miscue studies discussed throughout the volume, and a bibliography of related writings. (JM)

ED 128 784 CS 002 952

Graves, Michael F. And Others

Structuring Reading Activities for English Classes.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—Nov 76

Contract—400-75-0029

Note—36p.; Theory & Research Into Practice Series.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 47704, $1.50 non-member, $1.40 member)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Content Reading, *Directed Reading Activity, *English Curriculum, *Learning Activities, *Reading Assignments, *Reading Development, *Reading Instruction, Secondary Education, Teaching Methods

This booklet begins with a rationale for a strategy for structuring reading activities in the English classroom in order to facilitate growth in reading ability and to accommodate students with varying initial levels of achievement. Specific suggestions are provided for prereading activities, the reading itself, and postreading activities. A bibliography related primarily to the theoretical rationale for the activities is included. (AA)

ED 128 796 CS 202 910

Trager, Robert Dickerson, Donna L.

College Student Press Law.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Coll. Publications Advisers, Terre Haute, Ind.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—Sep 76

Contract—NEC-400-75-0029

Note—93p.

Available from—NCCPA Publications, School of Journalism, Lasher Hall, Ohio University, Athens, Ohio 45701 ($5.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Role, *Censorship, College Students, *Court Litigation, *Freedom of Speech, Higher Education, *Journalism, Legal Problems, School Newspapers, *School Publications, *Student Publications, Teacher Role

Identifiers—First Amendment, *Press Law

This monograph acquaints advisers, administrators, and students with college press law as it now stands, based on court decisions concerning official student publications and underground newspapers. Chapters focus on the status of the First Amendment on the college campus with regard to student publications, the question of permissible control and censorship by administrators, the role of the publications adviser as teacher or censor, the legal responsibilities of student publications, advertising, and additional matters of concern. (KS)

ED 128 813 CS 202 928

Hawkins, Thom

Group Inquiry Techniques for Teaching Writing.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—Nov 76

Contract—400-75-0029

Note—47p.; Theory & Research Into Practice Series.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 18976, $1.50 non-member, $1.25 member)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Composition (Literary), Composition Skills (Literary), Group Activities, *Group Discussion, *Group Dynamics, Grouping (Instructional Purposes), Higher Education, *Inquiry Training, *Questioning Techniques, Small Group Instruction, Teaching Methods

The small size of college composition classes encourages exciting and meaningful interaction, especially when students are divided into smaller, autonomous groups for all or part of the hour. This booklet discusses the advantages of combining the inquiry method (sometimes called the discovery method) with a group approach and describes specific grouping techniques and their accompanying teaching strategies. Included is a sample form for student evaluation of group performance. (JM)

ED 130 276 CS 202 980

Learning Skills Centers: A CCCC (Conference on College Composition and Communication) Report.

Conference on Coll. Composition and Communication, Urbana, Ill.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—Oct 76

Contract—400-75-0029

Note—30p.; Report of the Committee on Learning Skills Centers

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 27843, $0.75)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Composition Skills (Literary), Higher Education, *Individualized Programs, Junior Colleges, *Learning Laboratories, Program Content, Program Descriptions, Program Evaluation, School Surveys, *Skill Centers

This booklet details the findings of a survey, conducted by the Committee on Learning Skills Centers of the Conference on College Composition and Communication, concerning the utilization of learning skills centers to teach composition in institutions of higher learning. Responses from 38 public two-year colleges, 2 private two-year colleges, 18 public four-year colleges, and 17 private four-year colleges provide information concerning the use and services of learning skills centers, student enrollment and motivation, faculty utilization, and other program characteristics. (KS)

ED 136 280 CS 203 257

Klein, Marvin L.

Talk in the Language Arts Classroom.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—77

Contract—400-75-0029

Note—71p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 50047, $2.95 non-member, $2.75 member)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Child Language, Class Activities, Elementary Education, Language Arts, *Language Development, Models, *Speech, *Speech Communication, Teacher Role, Teaching Techniques

Talk, the use of language to accomplish purposes of varying degrees of significance in the child's language development, is a learning activity, guided by a teacher and practiced by the child. The purpose of this book is to show how important this skill, talk, is to the child and to present ways in which teachers can stimulate children's talking skills in the classroom. Topics of chapters are the nature of talk, things people do with talk, things which impinge upon talk, a talk model for the language arts classroom, designing a talk environment, and roles for the language arts teacher to consider. A bibliography concludes the book. (JM)

ED 136 281 CS 203 258

Cowan, Gregory, Comp.

An Annotated List of Training Programs for Community College English Teachers: A CCCC (Conference on College Composition and Communication) Report.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Conference on Coll. Composition and Communication, Urbana, Ill.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—Mar 77

Contract—400-75-0029

Note—65p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 01860, $1.25)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Community Colleges, Directories, *English Education, English Instruction, *Graduate Study, Higher Education, *Junior Colleges, *Teacher Education, *Teacher Programs

In the fall of 1974, a questionnaire concerning details of training programs for junior college English teachers was sent to all graduate departments which offer such programs. This report presents the responses to the questionnaire from 22 states and the District of Columbia, brought up to date as of spring 1976. The report will enable students to compare the offerings of different programs, while it provides community colleges with information for evaluating job seekers according to the emphases of the programs in which they trained. The questionnaire is appended. (JM)

ED 136 323 CS 501 650

Henderson, Bill

ERIC First Analysis: 1977-78 National High School Debate Resolutions (How Can the Health Care of United States Citizens Best Be Improved?)

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—Apr 77

Contract—400-75-0029

Note—95p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($1.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Debate, *Guidelines, Health Insurance, *Health Services, Medical Treatment, Resource Guides, *Secondary Education, *Social Problems

Identifiers—*National High School Debate Resolutions (1977 78)

This ERIC information analysis paper provides high school debaters and their teachers with guidelines for research on the debate resolutions selected by the National University Extension Association's Committee on Discussion and Debate. Focusing on the problem of health care of U.S. citizens, the material included in this paper is divided into five sections: (1) definitions, including the problem area and the three potential propositions; (2) present structures, including brief remarks about the many approaches which exist regarding care for citizens; (3) problems, with some of the directions teams might consider for developing cases on the propositions; (4) solutions, noting a few of the approaches implied by the propositions, as well as the difficulties which such policies might encounter; and (5) bibliography, including a selected set of potential reading for students working on this topic area. This guide to issues and resources is also intended for use by educators in planning debate workshops or in teaching students about the processes of research in argumentation. (LL)

ED 137 858 CS 501 666
Wood, Barbara Sundene, Ed.
Development of Functional Communication Competencies: Pre-K-Grade 6.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—Apr 77
Contract—400-75-0029
Note—33p.; Theory & Research Into Practice Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Communication (Thought Transfer), *Communication Skills, Early Childhood Education, Elementary Education, *Interpersonal Competence, *Social Relations, Teaching Techniques

This booklet discusses functional communication competencies in children at the prekindergarten through sixth-grade levels. The first part of the booklet, which is devoted to an analysis of current theory, describes the "competent" child, communication acts, communication competence in general, communication practice, and instructional goals. The second section, which discusses teaching techniques and provides activities to encourage communication competence, includes exercises for prekindergarten and kindergarten and for fourth-grade through sixth-grade children. (KS)

ED 137 859 CS 501 667
Wood, Barbara Sundene, Ed.
Development of Functional Communication Competencies: Grades 7-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—Apr 77
Contract—400-75-0029
Note—38p.; Theory & Research Into Practice Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Communication (Thought Transfer), *Communication Skills, *Interpersonal Competence, Secondary Education, *Social Relations, *Teaching Techniques

This booklet discusses functional communication competencies in young people at the seventh-grade through twelfth-grade levels. The first part of the booklet, which is devoted to an analysis of current theory, describes the "competent" adolescent, communication acts, communication competence in general, communication practice, and instructional goals. The second section, which discusses teaching techniques and provides activities to encourage communication competence, includes exercises for students in grades seven and eight and for those in grades nine through twelve. (KS)

ED 141 831 CS 203 535
Beach, Richard
Writing about Ourselves and Others.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 77
Contract—400-75-0029
Note—35p.; Theory & Research into Practice Series
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois (Stock No. 58838, $1.95 non-member, $1.40 member)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Autobiographies, *Characterization, Composition (Literary), *Composition Skills (Literary), *English Instruction, Higher Education, *Individual Characteristics, Psychological Characteristics, Secondary Education, *Self Concept, Teaching Techniques

Many students view writing as limited to utilitarian ends: writing to please a teacher or to pass a composition course. They often perceive little inherent value in their writing. However, experience teaching high school and college students reveals that many students recognize some inherent value in writing when it is used as a means of understanding themselves or others, as in the writing of autobiography (portrayal of the writer in the past), memoir (portrayal of a person whom the writer knew in the past), and portrait (portrayal of a person whom the writer knows in the present). This booklet shows how such writing contributes to the understanding of self and to the development of writing skills, and it outlines classroom activities for guiding students in four areas: observing and portraying behaviors characteristic of self; choosing specific topics that best portray self; researching topics through free writing, observing, interviewing, and reminiscing; and writing preliminary and final drafts. (GW)

ED 141 832 CS 203 536
Dowling, Ruth And Others
Guidelines for Journalism Instructional Programs and Effective Student Publications.
Association for Education in Journalism.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-75-0029
Note—36p.
Available from—Association for Education in Journalism, Reavis Hall, Room 102, AEJ Central Office, Northern Illinois University, DeKalb, Illinois 60115 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Bibliographies, *Curriculum Guides, Educational Objectives, Financial Support, *Guidelines, Journalism, *Journalism Education, School Newspapers, Secondary Education, *Student Publications, Teacher Qualifications, Yearbooks
Identifiers—First Amendment

These guidelines are designed to help secondary school administrators and teachers set up effective journalism programs and student publication programs. Suggestions are provided for the following areas: objectives of the journalism instructional program; general guidelines; curriculum guidelines; First Amendment considerations; financial considerations; standards for the journalism department staff; policies and practices in the publication of newspapers, yearbooks, school magazines, and other publications; and desirable facilities and materials. A selected bibliography is included. (GW)

ED 142 995 CS 003 644
Robinson, H. Alan, Ed.
Reading & Writing Instruction in the United States: Historical Trends.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-75-0029
Note—91p.; Parts of document may be marginally legible due to small print
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 855, $3.00 member, $4.00 non-member)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Composition (Literary), *Educational History, Educational Research, Eye Movements, Reading Diagnosis, *Reading Instruction, Reading Interests, *Reading Research, *Remedial Reading, *Spelling Instruction, Writing

This book examines historical development of reading and writing research and instruction. Chapters discuss the following topics: spelling instruction in the United States; developments in composition research and instruction; reading instruction and research in historical perspective; eye movement and children's reading interests as two trends in reading research; the origin and development of reading diagnosis; and an historical investigation of remedial reading instruction in United States secondary schools since 1900. Authors are Richard E. Hodges, Alvina Treut Burrows, H. Alan Robinson, Samuel Weintraub, Peter W. Pelosi, and William P. Cowan. (RL)

ED 144 104 CS 203 632
Winkeljohann, Rosemary, Ed.
Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-75-0029
Note—34p.; Some parts may be marginally legible due to print size
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 38515, $.75 member, $1.25 non-member)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, Curriculum Evaluation, *Curriculum Guides, Curriculum Planning, Elementary Secondary Education, *English Curriculum, English Instruction, *Evaluation Criteria, *Language Arts, Program Development

The curriculum guides listed and annotated in this publication have been collected to publicize good curriculum planning and guide writing and to serve as models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. Contents consist of selected guides reviewed and recommended in 1975, 1976, and 1977; revised lists of criteria for the planning and evaluation of English language arts curriculum guides; a list of the members of the 1977 National Council of Teachers of English Committee on Curriculum Bulletins; and information for ordering ERIC documents. (GW)

ED 147 915 CS 501 944
McCroskey, James C.
Quiet Children and the Classroom Teacher.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 77
Contract—400-75-0029
Note—38p.; Theory & Research Into Practice Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($1.60 member, $1.75 non-member)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Anxiety, Behavior Rating Scales, Classroom Environment, *Communication Problems, Elementary Secondary Education, *Exceptional Child Education, *Exceptional Child Research, Literature Reviews, *Problem Children, *Speech Communication, Student Behavior, Teacher Behavior, Teaching Methods
Identifiers—*Quiet Children

Quiet children form the largest group of learning-disabled students in the schools. This booklet is designed for teachers who wish to help such children. The first section provides a summary of current theory and research concerning reasons children are quiet, different kinds of quiet children, the phenomenon of communication apprehension, and classroom behavior of quiet children and quiet teachers. The second section offers practical suggestions for identifying quiet children and working with them more effectively. Included in this section are scales that teachers can use to ascertain their own verbal activity and communication-apprehension levels, a scale to use in identifying quiet students, and suggestions for developing a communication-permissive classroom, for working with communication-apprehensive children, and for referring students for special help. (GW)

ED 147 916 CS 501 945
Ellingsworth, Huber W. And Others
A Learning Center Approach to Basic Communication Courses.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 77
Contract—400-75-0029
Note—36p.; Theory & Research Into Practice Series
Available from—Speech Communication Associa-

tion, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($1.60 member, $1.75 non-member)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Communication Skills, Course Objectives, Evaluation Methods, Higher Education, *Interpersonal Competence, *Learning Activities, *Learning Laboratories, *Speech Communication, *Verbal Communication

This booklet describes how to set up a multisection college-level course in basic communication skills, built around the concept of "learning activities" conducted within a "learning center." The ideas presented are based on four years of experience in operating such a course at the University of Hawaii. The first section of the booklet discusses key concepts that have been operationally defined for the learning center at Hawaii; it considers the selection of specific communication skills to be emphasized and the development of learning activities; and it examines details of operation and desirable course outcomes. The second section describes objectives, procedures, and evaluation methods for 16 learning activities designed for use in a communication learning center. The activities teach a wide range of communication skills, including those skills involved in seeking and giving information, working cooperatively with others, writing clear instructions, and making oral presentations. (GW)

EA

ED 111 048 EA 006 648

Hudgins, H. C., Jr.

School Administrators and the Courts: A Review of Recent Decisions. ERS Monograph. Series, No. 3. ERIC/CEM State-of-the-Knowledge Series, No. 30.

Educational Research Service, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—OEC-0-8-080353-3514

Note—104p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 ($6.00, Payment must accompany orders of less than $10.00)

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—*Administrator Role, Contracts, *Court Cases, Elementary Secondary Education, *Legal Responsibility, Religious Factors, *School Law, Student Rights, Supreme Court Litigation, Teacher Administrator Relationship

This monograph is a review of selected judicial decisions reported by state and federal courts during the past two years and related directly to the administration of elementary or secondary schools. The decisions were identified through a standard search of legal resources at the Temple University Law Library; each decision was read in its entirety as reported in the National Reporter System. Most of the 1973 and 1974 major school law decisions affecting administrators are included in this report. Treated in addition are two significant decisions rendered by the Supreme Court of the United States early in 1975. The 65 decisions in this publication are arranged under six headings: administrators, teachers, pupils, torts, religion, and contracts. The case reviews follow a consistent format: (1) the question to be resolved; (2) a brief summary of the facts; (3) the court's holding; and (4) the author's commentary, which is intended to explain the rationale of the decision as well as its general application to school administration. (Author)

ED 111 049 EA 006 946

Turnbull, H. Rutherford, III

Legal Aspects of Educating the Developmentally Disabled. NOLPE Second Monograph Series on Legal Aspects of School Administration, No. 6. ERIC/CEM State-of-the-Knowledge Series, No. 31.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—OEC-0-8-080353-3514

Note—59p.

Available from—National Organization on Legal Problems in Education, 825 Western Avenue, Topeka, Kansas 66606 ($4.95)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—Classification, Compensatory Education, *Court Litigation, Due Process, Educational Practice, Elementary Secondary Education, Equal Education, *Exceptional Children, *Handicapped Children, Intelligence Tests, Legal Responsibility, *Mentally Handicapped, *Mental Retardation, *Regular Class Placement, School Administration, Special Education, State Legislation

Identifiers—*Developmental Disabilities

A major development of the law in the 1970s has been the extension of the principle of egalitarianism to the developmentally disabled, particularly the mentally retarded. In recent years numerous judicial decisions have overruled the practices of school districts that have excluded developmentally disabled children from educational programs. This monograph examines these cases and discusses their underlying legal principles, including the emerging "right to education" and the Fourteenth Amendment rights to equal protection and due process. The implications of the cases are explained for school authorities, who must identify, evaluate, and place handicapped children in appropriate educational programs. State constitutional and statutory provisions for educating the handicapped that help to explain the development of the legal aspects of educating the developmentally disabled are also examined. The appendix contains proposals for state legislative action to respond to the judicially established right to education mandates. (Author/MLF)

ED 111 051 EA 007 210

Coursen, David

Vandalism Prevention. NAESP School Leadership Digest Second Series, No. 1. ERIC/CEM Research Analysis Series, No. 16.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—OEC-0-8-080353-3514

Note—32p.

Available from—Available from–National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50, single copy; $25.00, complete series of 12 issues

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—*Bibliographies, Building Design, Cost Effectiveness, *Delinquency, *Delinquency Prevention, Elementary Secondary Education, *Literature Reviews, Reference Materials, School Administration, *School Vandalism

There are two basic types of vandalism, malicious and nonmalicious. Both types can be controlled, but the methods of control differ. Most of the literature deals with malicious vandalism. Perhaps because security appears to be the only way to control malicious vandalism, it is often made the focal point of antivandalism programs. The most important consideration is the relationship between the cost of a security system and its potential value to the school. A comprehensive antivandalism program using security devices as part of an overall plan is often suggested. Unfortunately, the literature is full of suggestions and assertations, but remarkably short on concrete facts documented by scientific research. There are two basic approaches to controlling malicious vandalism. Deterrent programs treat vandalism symptomatically, usually by emphasizing school security. The diagnostic approach attempts to prevent vandalism by attacking its causes. Thoughtful building design can greatly reduce nonmalicious vandalism. The well-designed building will be less vulnerable to all kinds of damage–malicious, nonmalicious, and even wear and tear. (Author/JG)

ED 111 052 EA 007 294

Alternative Education. The Best of ERIC Series, Number 11.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 75

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Alternative Schools, *Annotated Bibliographies, *Educational Alternatives, *Literature Reviews

This pamphlet contains annotations of some of the literature included in the ERIC system on the topic of alternative education. Instructions are given for ordering the material cited. (MLF)

ED 112 454 EA 007 451

Declining Enrollment. The Best of ERIC No. 12.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 75

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, Board of Education Policy, Educational Facilities, *Educational Planning, Elementary Secondary Education, *Enrollment Projections, Enrollment Trends, *Job Layoff, *School Closing, *School Community Relationship

The 14 entries cited in this annotated bibliography provide information on a variety of topics associated with declining enrollments–closing schools, reducing the teacher force, maintaining good relations with the public, using released space, forecasting enrollments, and related planning and policy matters. (IRT)

ED 112 455 EA 007 471

Schofield, Dee

Community Involvement in Educational Governance. [NAESP] School Leadership Digest Second Series, Number 2. [ERIC/CEM Research Analysis Series, Number 17].

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—OEC-0-8-080353-3514

Note—31p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50, single copy; $25.00 plus postage and handling, complete series of 12 issues)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Centralization, Citizen Participation, *Community Involvement, Consumer Economics, *Educational Administration, Educational Change, Educational Innovation, Educational Philosophy, *Educational Policy, Elementary Secondary Education, *Governance, *Literature Reviews, Organizational Change, Political Power, Power Structure, Professional Personnel

The intent of this paper is to come to terms with some of the philosophical issues raised by community involvement in the education power structure. The literature reviewed identifies some of the underlying assumptions and explores some implications of increased citizen involvement for both educators and the society they serve. Two modes of thought emerge in the literature on community involvement: the democratic ideal that citizens should have control over the governmental institutions they create, and the contradictory view that the experts (educators) should have control over policy. The complex nature of the issues, as viewed by professional educators and community involvement advocates, is developed in the report. (Author/MLF)

ED 114 904 EA 007 293

Dunn, Pierre

Management by Objectives. NAESP School Leadership Digest Second Series, Number 3. ERIC/CEM Research Analysis Series, Number 18.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—OEC-0-8-080353-3514

Note—32p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street,

Arlington, Virginia 22209 ($2.50, single copy; $25.00, complete series of 12 issues)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Educational Accountability, *Educational Assessment, Educational Planning, Elementary Secondary Education, *Employer Employee Relationship, Evaluation, Management, *Management by Objectives, *Management Systems, *Objectives, Participation, Systems Approach

It is possible to remain faithful to the general intentions of management by objectives (MBO) while boiling it down to four major points. First, MBO places the emphasis on results rather than on resources or the ways in which resources are utilized. Second, responsibility for achieving these results is shared jointly by the superior and his subordinate. Third, the establishment of this responsibility and the achievement of the results are both obtained through rigorous attention to specificity. Fourth, shared responsibility and attention to specificity permit evaluation on the basis of performance, according to present standards. It appears that MBO can be a very beneficial system when employed with a good grasp of its potential and an equally good grasp of the situation in which it is to be introduced. If the purposes for which MBO is being introduced are sound, if the implementation is handled with care and patience, and if the commitment of all involved is high, there are few reasons why MBO should fail. Before a school system definitely decides that MBO is the answer, however, it should examine the problems that have been encountered with it. (Author)

ED 114 905 EA 007 521
The Changing Middle School. The Best of ERIC Series, Number 13.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 75
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (Free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Educational Administration, *Educational Research, Instructional Program Divisions, Intermediate Grades, *Junior High Schools, *Literature Reviews, *Middle Schools, Publications

This bibliography presents annotations of 14 publications concerned with the general topic of middle schools. The selections are intended to give practicing educators easy access to the most significant and useful information about middle schools that is available through the Educational Resources Information Center (ERIC) system. All of the publications described here were selected from the ERIC catalogs "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). Information on how to order copies of all the publications through the ERIC Document Reproduction Service is also included. (JG)

ED 114 906 EA 007 570
Sieradski, Karen
Implications of Declining Enrollments for Schools. NAESP School Leadership Digest Second Series, Number 4. ERIC/CEM Research Analysis Series, Number 19.
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—OEC-0-8-080353-3514
Note—32p.
Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50, single copy; $25.00, complete series of 12 issues)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Advisory Committees, Communication (Thought Transfer), *Community Involvement, Educational Facilities, Educational Finance, *Educational Planning, Elementary Secondary Education, Enrollment, *Enrollment Projections, *Enrollment Trends, Job Layoff, Parent Participation, Prediction, Principals, School Buildings, *School Closing, School Community Relationship, Shared Facilities
Identifiers—*Declining Enrollment

The first duty of the educator is to forecast enrollments as accurately as possible, using the best means available. The second is to begin planning long in advance of a school closure or major reorganization. Watchwords of successful management for the years of dwindling enrollment are communication and community participation. Communication with teachers, pupils, parents, and anyone else whose interests are affected by the changes to come is crucial to any measure of success. Moreover, the participation of all those affected is essential. It will be necessary to glean their ideas and cooperation to be certain that decisions affecting the community are acceptable to the community. Taken positively, the implications of declining enrollments are that enterprising and creative school administrators will develop better programs as they condense them. They will devise equitable reduction-in-force policies with the teachers' unions and will become even more prominent as public leaders when they unite with community task forces to solve the problems of school closings. (Author)

ED 114 952 EA 007 693
Curriculum Planning and Evaluation. The Best of ERIC Series, Number 14.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 75
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Community Involvement, Curriculum, Curriculum Design, *Curriculum Evaluation, *Curriculum Planning, Educational Planning, Elementary Secondary Education

The 14 documents and articles in this annotated bibliography include discussions that attempt to define or delimit what curriculum planning and evaluation are as well as discussions that address more specific aspects of the topic, such as the board of education role in the curriculum, decentralization's effect on the curriculum, participative decision-making on curriculum matters, and the community's role in the curriculum. (IRT)

ED 116 263 EA 007 711
Mazzarella, Jo Ann
Accountability and Testing. NAESP School Leadership Digest Second Series, Number 5. ERIC/CEM Research Analysis Series, Number 20.
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—OEC-0-8-0-080353-3514
Note—33p.
Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Accountability, *Criterion Referenced Tests, *Educational Accountability, *Educational Assessment, Educational Objectives, Elementary Education, Norm Referenced Tests, Principals, Secondary Education, *Standardized Tests, State Programs

What is meant by "accountability" varies a great deal. It is not, however, the tools such as merit salary plans, voucher plans, and management techniques that are used to achieve accountability. Accountability has from its earliest days been tied to testing. In discussing testing, it is necessary to discuss the pros and cons of standardized, or norm-referenced, tests and of criterion-referenced tests; to consider the numerous against testing in general; and to examine the suggestions for alternatives to the usual methods of assessing student achievement. An administrator faced with the decision of what methods of evaluation to use for accountability will find that there are no easy answers. Most authorities on testing seem to agree that traditional standardized testing is not adequate. Yet there is still a great deal of disagreement about which other methods can do the job best. It seems clear that, for the time being at least, all the best methods of assessment and evaluation are going to involve a great deal of time and money. The method of evaluation chosen depends on one's definition of accountability, which in turn depends on one's idea of what good education is. (Author/IRT)

ED 116 264 EA 007 729
Schofield, Dee
The Busing Controversy. [NAESP] School Leadership Digest [Second Series, Number 6. ERIC/CEM Research Analysis Series, Number 21.]
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-8-0-080353-3514
Note—32p.
Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Civil Rights Legislation, Court Litigation, Elementary Secondary Education, Equal Education, Federal Programs, Government Role, *Integration Litigation, *Integration Methods, *Policy Formation, Political Influences, Political Issues, *School Integration, School Law, *Social Science Research, Student Transportation, Supreme Court Litigation
Identifiers—*Busing

To understand the controversy over busing, it is necessary to understand the relationship between busing and the issues that are actually at the root of the controversy: desegregation and freedom of choice. Much of the political activity surrounding busing is a subtle transfer of attention away from the basic issue of desegregation. Other opponents to busing see it as another needless restriction on the freedom to choose one's residence and, concurrently, to choose the school to which one's children go. Because the Supreme Court has not rendered an absolute verdict on busing, school decision-makers are forced to live with the frequently fuzzy guidelines available. Congress and the President have adopted a wait and see stance that offers no leadership on the question. Social science research on busing is not helpful either as the research is not definitive in its findings. It is clear, however, that the attitudes of school officials and community leaders help to shape the attitude of the community and that the ultimate failure or success of busing and its goals, true integration and equality of educational opportunity, depends on the local community and its school leaders, not on Washington. (Author/IRT)

ED 117 782 EA 006 860
Piele, Philip Wright, Darrell
Enrollment Forecasting. Educational Facilities Digest 1.
Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—[76]
Contract—OEC-0-8-080353-3514
Note—9p.
Available from—Council of Educational Facility Planners, International, 29 W. Woodruff Ave., Columbus, Ohio 43210 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Elementary Secondary Education, Enrollment Influences, *Enrollment Projections, Enrollment Trends, Higher Education, *Literature Reviews, *Models, *School Demography, School Planning

Enrollment forecasting is a subject for scholars of varied interests and concerns. The literature reflects several perspectives, including those of school administrators, facilities planners, mathematicians, statisticians, demographers, and computer programmers. This pamphlet contains an analysis and annotated bibliographies of 29 publications on enrollment forecasting that are available in the ERIC system. (Author/MLF)

ED 117 783 EA 007 571

Piele, Philip Wright, Darrell

Evaluating the Existing School Plant. Educational Facilities Digest 2.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[76]

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—Council of Educational Facility Planners, International, 29 W. Woodruff Ave., Columbus, Ohio 43210 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Elementary Secondary Education, *Evaluation Methods, Facility Case Studies, *Facility Guidelines, Higher Education, *Literature Reviews, *School Buildings

In general, the guides for evaluating existing school buildings list the various elements of the building and its properties. The elements commonly listed include site, which embraces the adequacy of size, location, and natural environment; internal environment, which is commonly divided into space, visual qualities, thermal qualities, and sonic qualities; and instructional adequacy, which is listed in terms of equipment, space utilization, and design. This pamphlet contains an analysis and annotated bibliographies of ten publications on school building evaluation that are available in the ERIC system. A supplementary bibliography lists eight additional citations. (Author/MLF)

ED 117 784 EA 007 778

Busing for Desegregation. The Best of ERIC, Number 15.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Contract—OEC-0-8-0-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Bus Transportation, *Integration Litigation, *Literature Reviews, *School Integration

Annotations of 13 publications on the topic of "Busing" were selected to give the practicing educator easy access to the most significant and useful information available from ERIC. (MLF)

ED 119 283 EA 007 572

Piele, Philip Wright, Darrell

Computerized Planning Methods. Educational Facilities Digest 3.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Contract—OEC-0-8-080353-3514

Note—7p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Architectural Programing, Computer Graphics, *Computer Programs, *Computer Science, Critical Path Method, *Facility Planning, Facility Requirements, *Literature Reviews, Program Evaluation, School Planning, Simulation

Through computer simulation activities, building designs can be tested and evaluated before construction begins, alternatives developed, and cost-benefit ratios analyzed. Annotations of 15 publications in the ERIC system that involve the use of computers and school planning are contained in this digest. (Author/MLF)

ED 119 287 EA 007 901

Textbook Selection and Controversy. The Best of ERIC, Number 16.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEC-0-8-0-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Censorship, Educational Research, Educational Resources, Elementary Secondary Education, *Literature Reviews, Publications, *Textbook Bias, Textbook Content, Textbooks, *Textbook Selection

This annotated bibliography summarizes 11 selected publications concerned with the general topic of textbook content and selection. The selections are intended to give practicing educators easy access to the most significant and useful information on school textbooks that is available from the Educational Resources Information Center (ERIC). All the publications described here were selected from the ERIC catalogs "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). Information on how to order copies of all the cited publications through the ERIC Document Reproduction Service is also included. (JG)

ED 120 893 EA 007 295

ERIC Abstracts: ERIC Document Resumes on Student Rights and Responsibilities. ERIC Abstracts Series, Number 34.

American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-8-080353-3514

Note—34p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00446, $2.00, plus $1.00 handling charge for each order, quantity discounts, orders under $15.00 must be prepaid)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Court Cases, *Court Litigation, Discipline, Due Process, Literature Reviews, *School Law, School Policy, *Student Rights, Student School Relationship

Documents previously announced in Resources in Education (RIE) concern the various controversial areas of student rights and responsibilities, examine trends of recent court decisions, and provide administrators with basic information, suggestions, and examples pertaining to these areas. The index terms used to select the documents are "court cases," "school law," and "student rights." The listing is complete for all issues of (RIE) through July 1975 and contains 63 annotations. (Author/MLF)

ED 120 894 EA 007 296

ERIC Abstracts: ERIC Document Resumes on Energy Conservation and the Schools ERIC Abstract Series, Number 35.

American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-8-080353-3514

Note—18p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00448, $2.00, plus $1.00 handling charge for each order, quantity discounts, orders under $15.00 must be prepaid)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Energy, *Energy Conservation, *Fuel Consumption, Heating, *Literature Reviews, Solar Radiation

Identifiers—*Energy Crisis

Documents previously announced in Resources in Education (RIE) concerning energy conservation discuss the current energy crisis and its implications for the public schools, offer practical suggestions for reducing energy consumption, and examine the efficiency of various energy systems. The index terms used to select the documents are "energy," "energy conservation," and "energy crisis." The listing is complete for all issues of (RIE) through September 1975 and contains 24 annotations. (Author/MLF)

ED 120 895 EA 007 573

Piele, Philip Wright, Darrell

Fiscal Planning for School Construction. Educational Facilities Digest 4.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 76

Contract—OEC-0-8-080353-3514

Note—7p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Bond Issues, *Educational Finance, Elementary Secondary Education, Facility Expansion, Facility Improvement, Financial Policy, *Financial Support, Full State Funding, *Literature Reviews, *School Construction

Abstracts of 17 publications in the ERIC system concern the financing of school construction programs for new buildings, renovations, and additions. (MLF)

ED 120 896 EA 007 574

Piele, Philip K. Wright, Darrell

Life-Cycle Costing. Educational Facilities Digest 5.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Contract—OEC-0-8-080353-3514

Note—7p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Building Design, Building Operation, Construction Costs, *Cost Effectiveness, *Energy Conservation, Facility Guidelines, *Facility Planning, Facility Requirements, Heating, *Literature Reviews, Maintenance, School Planning

Identifiers—*Life Cycle Costing

Life-cycle costing is a management tool that may assist school administrators in making cost-effective decisions about building and improving school facilities. Life-cycle costing is defined as determining the total cost of building construction, operation, and maintenance over the assumed life of the building. An overview of the recent literature on this topic is presented along with 15 abstracts from the ERIC system. (Author/MLF)

ED 120 897 EA 007 947

Piele, Philip K. Smith, Stuart C.

Directory of Organizations and Personnel in Educational Management. Fifth Edition.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-8-080353-3514

Note—84p.

Available from—Editor's Office, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 ($4.95, payment must accompany order; make checks payable to ERIC Publications)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Directories, *Educational Administration, *Educational Researchers, Elementary Secondary Education, Management, Organizations (Groups), Professional Associations, *Research and Development Centers, *Research Coordinating Units, Universities

This edition of the Directory lists 152 organizations and 489 researchers in educational management. "Educational management" is defined to include all aspects of the leadership, administration, and structure of public and private educational organizations and the provision of facilities for their operation. The organizational and personnel sections of the directory are intended to serve different purposes. The organizational listing is designed to guide users to sources of information on educational management. For this reason each organization's policy for supplying information and publications is indicated. The organizations listed include federally funded research centers and laboratories, professional associations, school study councils, university research and service bureaus, and a variety of independent organizations. The personnel section is meant to facilitate communication among researchers. Only individuals who are conducting pure or applied research on topics in educational management, as defined above, or who are engaged in documentation efforts in this field are included. Individuals whose only work is in consultation or training or in research in higher education management or administration of special education, career education, and health education are excluded. (Author/IRT)

ED 120 899 EA 007 981
Coursen, David
Administrative Implications of Mainstreaming. NAESP School Leadership Digest Second Series, Number 7. ERIC/CEM Research Analysis Series, Number 22.
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-8-080353-3514
Note—33p.
Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Classroom Integration, Court Litigation, Elementary Secondary Education, Equal Education, Handicap Detection, *Handicapped Children, Inservice Teacher Education, Labeling (of Persons), *Literature Reviews, Mentally Handicapped, *Normalization (Handicapped), *Regular Class Placement, Resource Teachers, Retarded Children, School Law, *Special Education, Testing Problems
Identifiers—*Mainstreaming

"Mainstreaming" is defined as a program whereby handicapped children are placed in regular classrooms for all or part of the school day, with steps taken to see that their special needs are satisfied within this arrangement. Key court decisions are cited because the implications of mainstreaming for contemporary education can be properly understood only within the broad context of the current legal and educational status of the handicapped. The pros and cons of the special education debate are summarized, and the classification methods and effects of labeling on children are criticized. Program attributes that seem to be essential to any effective effort to mainsteam include individualized instruction, a spectrum of services and resources, and inservice teacher training to prepare teachers to educate the handicapped. (Author/MLF)

ED 122 343 EA 007 982
Mazzarella, Jo Ann
The Principal's Role in Instructional Planning. NAESP School Leadership Digest Second Series, Number 8. ERIC/CEM Research Analysis Series, Number 23.
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-8-080353-3514
Note—31p.
Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Administrator Role, Change Agents, *Curriculum Planning, Decision Making, Instructional Improvement, Instructional Innovation, Instructional Programs, Leadership Qualities, Leadership Responsibility, *Literature Reviews, Occupational Information, *Principals, Problem Solving, *Role Conflict, Teacher Administrator Relationship

Although the principalship has existed for almost a century and a half, principals' roles are as varied as their surroundings and almost as difficult to generalize about. No part of the principal's role is debated with more fervor than the role he or she must play in the instructional program. As school systems have become more bureaucratic, many principals have come to feel like little more than superintendents' clerks. Some of the current literature about the conflicting roles of principals and ways around the administrative roadblocks is discussed in this review. (Author/MLF)

ED 122 349 EA 008 035
Management by Objectives. The Best of ERIC, Number 17.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 76
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Educational Accountability, *Educational Administration, Educational Research, Educational Resources, Elementary Secondary Education, *Literature Reviews, *Management by Objectives, Management Systems, *Models, Publications

This annotated bibliography summarizes 12 selected publications concerned with the general topic of management by objectives. The selections are intended to give practicing educators easy access to the most significant and useful information regarding management by objectives that is available through the Educational Resources Information Center (ERIC). All the publications described here were selected from the ERIC catalogs "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). Information on how to order copies of the cited publications through the ERIC Document Reproduction Service is also included. (JG)

ED 123 697 EA 007 575
Piele, Philip Wright, Darrell
Educational Specifications, Educational Facilities Digest 6.
Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 76
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—Council of Educational Facility Planners, International, 29 West Woodruff Ave., Columbus, Ohio 43210 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Architectural Programing, Community Involvement, *Educational Specifications, Educational Technology, Elementary Secondary Education, *Facility Guidelines, Facility Requirements, *Literature Reviews, Performance Specifications, School Construction, School Improvement, *School Planning

The planning and construction of new school facilities involve sequential steps that lead to a completed building ready to provide a learning environment for students. The steps may include the development of philosophy and educational objectives, survey and inventory of existing facilities, preparation of an architectural design, site development, and actual building construction. Abstracts of 13 documents and articles in the ERIC system on these subjects compose this digest. (Author/MLF)

ED 123 698 EA 007 576
Piele, Philip Wright, Darrell
Community Participation in Planning. Educational Facilities Digest 7.
Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 76
Contract—OEC-0-8-080353-3514
Note—7p.
Available from—Council of Educational Facility Planners, International, 29 West Woodruff Ave., Columbus, Ohio 43210 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Boards of Education, Citizen Participation, *Community Involvement, Educational Objectives, Educational Specifications, Facility Planning, *Literature Reviews, School Closing, *School Community Relationship, *School Planning

School officials who fail to seek advice from the community when planning either a new building or a school closure not only risk public disfavor but also forfeit the benefits of citizen participation in the schools. Seventeen documents and journal articles from the ERIC system relating to a variety of circumstances and techniques for involving the community in school planning are annotated in this digest. (Author/MLF)

ED 123 738 EA 008 291
Schofield, Dee
Collective Negotiations and the Principal. NAESP School Leadership Digest Second Series, Number 9. ERIC/CEM Research Analysis Series, Number 24.
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-8-080353-3514
Note—32p.
Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Collective Bargaining, Elementary Secondary Education, *Labor Legislation, *Principals, Professional Associations, Teacher Associations, Unions
Identifiers—Administrative Team, *Management Team

The economic and social pluralism that has allowed collective bargaining in the public sector has also contributed to the redefinition of labor and management. Principals, for instance, act as management in relation to teachers but, when faced with their own interests in salary, promotion, and termination, principals stand before the board and superintendent in the same role as the teachers. It was not until after the Second World War that administration became an identifiable discipline separate from teaching and not until 1972 that administrator bonds with the National Education Association were dissolved. These two developments, combined with the growth of teacher unionization, have caused principals so much concern with their present position. There is disagreement over the impact of teacher bargaining and the administrative team on the power of the principal. It is clear, however, that some principals feel that they have lost power and that the administrative team is not a way of regaining it. These principals are forming their own bargaining units. Principals who do unionize should be wary of the reaction of higher level administrators, the board, and administrators who do not choose to unionize. (Author/IRT)

ED 123 763 EA 008 317
Coursen, David
Use of Instructional Media in the Schools. NAESP School Leadership Digest Second Series, Number 10. ERIC/CEM Research Analysis Series, Number 25.
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-8-080353-3514
Note—32p.
Available from—National Association of elementary School Principals, 1801 North Moore St., Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Computer Assisted Instruction, Educational Technology, Individualized Instruction, *Instructional Materials Centers, *Instructional Media, *Instructional Technology, Principals, Program Budgeting, Teacher Education

The term "media," as employed here, refers to printed and audiovisual forms of communication and their accompanying technology. A representative list of printed materials might include books, periodicals, catalogs, and printed programmed materials. Audiovisual materials include films and filmstrips, recordings, slides, graphic materials, transparencies, videotapes, and dial access programs. Media programs are growing in importance because of the role of media in human communication and of the pivotal role of media in individualized instructional programs. The computer is one form of media that offers the greatest promise for facilitating all types of individualized instruction and, as such, is representative of the range of roles that instructional media can play. The use of computers, like all media, is determined by its cost and other problems such as the state of technology and institutional rigidity. As its function changes, the school library is increasingly referred to as the instructional media (or materials) center (IMC). An effective IMC must be designed properly, run by a media specialist, and supported by trained teachers and knowledgeable principals. It must also have its rightful place in the school budget. (Author/IRT)

ED 125 043 EA 007 292
Phay, Robert E.
The Law of Suspension and Expulsion: An Examination of the Substantive Issues in Controlling Student Conduct. NOLPE Second Monograph Series, Number Seven. ERIC/CEM State-of-the-Knowledge Series, Number Thirty-Two.
National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—OEC-0-8-080353-3514
Note—76p.
Available from—National Organization on Legal Problems of Education, 5401 Southwest Seventh Avenue, Topeka, Kansas 66606 ($4.95)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Board of Education Policy, Civil Liberties, *Court Litigation, Discipline, Dress Codes, Due Process, *Expulsion, Marital Status, Pregnant Students, Publications, School Attendance Legislation, *School Law, School Vandalism, *Student Behavior, *Student Rights, Supreme Court Litigation, *Suspension, Violence

Student protest and misconduct have frequently resulted in the suspension or expulsion of a student. This monograph examines the school's authority to suspend or expel a student, with the purpose of determining when such an action is permissible and when it is prohibited because it infringes on a student's constitutional and, sometimes, statutory rights. The procedural issues that arise when the school has decided to remove a student are not included. Issues discussed include demonstrations, publications and underground newspapers, weapons on school grounds, school property damage, personal appearance, student marital and/or parental status, and out-of-school conduct. (Author/MLF)

ED 125 069 EA 008 394
Needs Assessment. The Best of ERIC, Number 18.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 76
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, *Annotated Bibliographies, Cultural Pluralism, Disadvantaged Youth, Educational Accountability, *Educational Planning, *Literature Reviews, *Methods, *Needs Assessment, Student Needs

Twelve annotations from the ERIC system are intended to give the practicing educator easy access to recent and useful information on the needs assessment process. (MLF)

ED 125 099 EA 008 425
Energy Conservation. The Best of ERIC, Number 19.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 76
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Air Conditioning, *Building Design, *Building Operation, *Climate Control, *Educational Finance, Elementary Secondary Education, *Energy Conservation, Fuel Consumption, Heating, Lighting, School Buildings, Solar Radiation, Temperature, Utilities, Ventilation

The 13 articles in this annotated bibliography cover a wide range of concerns from the finances of energy conservation to solar energy applications, to building design, to building maintenance, and to the role of the science teacher as an energy analyst and activist. (IRT)

ED 126 551 EA 008 395
Techniques for Closing Schools. Educational Facilities Digest 8.
Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 76
Contract—OEC-0-8-080353-3514
Note—7p.
Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Community Involvement, *Declining Enrollment, *Educational Planning, Elementary Secondary Education, Public Relations, School Buildings, *School Closing, *School Community Relationship

The documents and articles annotated here offer many suggestions for developing closure criteria, planning, maintaining public and staff goodwill, and finding ways to use or dispose of school facilities. Examination of this material shows that techniques for school closure are not subject to great debate, but that failure to recognize and use them at the proper time can cause greater furor than even the wildest arguments over theory. (Author/IRT)

ED 126 553 EA 008 468
Energy Conservation. Educational Facilities Digest 9.
Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 76
Contract—OEC-0-8-080353-3514
Note—9p.
Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Air Conditioning, Building Design, *Climate Control, Educational Finance, Elementary Secondary Education, *Energy Conservation, Heating, *Operating Expenses, School Design, Solar Radiation, Ventilation

Because today's schools consume large amounts of energy and, consequently, pay high energy bills, the term "energy cirsis" is no exaggeration to describe the situation facing educators and school administrators. Schools everywhere are under pressure to use less electricity, natural gas, heating oil, and gasoline. While energy conservation techniques may not be the total solution to the energy crisis, they are certainly part of the answer and they are a large part of the answer to the energy cost crisis. The articles and documents abstracted here show how schools can save significant amounts of energy in a surprising number of ways. Some of these ways have to do with maintaining, servicing, and setting equipment properly. Some depend on changing the wasteful habits that are products of a time when both energy and money were more plentiful. Some (and these are perhaps the best hope for the future) can only be put into effect by those designing future facilities. Some of the best energy saving design ideas are neither new nor complex. Builders and architects are returning to natural rather than mechanical answers to the energy crisis. (Author/IRT)

ED 127 656 EA 007 271
Bagin, Don And Others
PR for School Board Members. A Guide for Members of Boards of Education and School Administrators to Improve and Strengthen School Information Programs. Volume 8: AASA Executive Handbook Series. ERIC/CEM State-of-the-Knowledge Series, Number Thirty-Three.
American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-8-080353-3514
Note—74p.
Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00458, $2.50, quantity discounts, orders for $15.00 or less must be accompanied by payment in full and add $1.00 for handling and postage)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Board of Education Policy, *Boards of Education, *Communication (Thought Transfer), Community Involvement, Conflict Resolution, Elementary Secondary Education, Information Dissemination, Literature Reviews, News Media, Publicize, *Public Relations, *School Community Relationship

A majority of the people in the United States believe school boards are doing an inadequate job of informing them about board activities, according to a 1975 survey. This handbook is intended to inform school boards of the need for effective communication and to offer suggestions for establishing constructive contact with the public and with school personnel. All board communication efforts should be centered around a board communications policy that identifies avenues of communication and specifies who will be responsible for what communication functions. Copies of this policy should be made available to all school district employees, advisory committees, and all other organizations that have a special (even if temporary) relationship with the schools. This review of the literature on school public relations includes sections on board meetings, the news media, internal and external district publications, how to obtain feedback from the community, handling crises and controversies, and obtaining information. (Author/DS)

ED 127 657 EA 008 470
Coursen, David
Conflicting Moralities in Education. NAESP School Leadership Digest Second Series, Number 11. ERIC/CEM Research Analysis Series, Number 26.
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEC-0-8-080353-3514
Note—32p.
Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Elementary Secondary Education, *Ethical Instruction, Evolution, *Literature Reviews, Models, *Moral Development, *Moral Issues, Racism, Sex Stereotypes, *Textbook Content
Identifiers—*Kohlberg Moral Development Model

This booklet examines various problems involving the moral content and implications of education and discusses some of the difficulties school officials face in trying to accommodate the diverse moral values of different segments of American society. The author argues that, because unintentional moral training takes place in all schools through their "hidden curriculum," schools should develop a deliberate and systematic approach to moral education. The booklet is organized into three major sections. Section 1 presents a brief case study of the West Virginia textbook controversy and points out the difficulties that public controversies over evolution, sexism, and racism create for textbook selection. Section 2 discusses the background and rationale for moral education and reviews some representative literature on the topic. Section 3 examines different approaches to designing a moral education program, focusing mainly on Kohlberg's moral development model and on various criticisms of Kohlberg's approach. (JG)

ED 127 658 EA 008 549

Vandalism Prevention. The Best of ERIC, Number 20.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Costs, Fire Protection, Insurance Programs, *Literature Reviews, *Prevention, *School Vandalism, Security, Systems Approach

Twelve publications in the ERIC system were reexamined and more detailed annotations written for this booklet. The approaches to vandalism prevention cited range from a U.S. Senate committee attempting to measure the cost of school vandalism nationwide to measures taken by individual school systems. (MLF)

ED 128 871 EA 008 426

Piele, Philip K.

Review and Analysis of the Role, Activities, and Training of Educational Linking Agents. Final Report.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group. School Practice and Service Div.

Pub Date—5 Nov 75

Contract—400-75-0013

Note—111p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adoption (Ideas), Bibliographies, *Change Agents, *Educational Change, Educational Innovation, Educational Research, Information Dissemination, Interpersonal Relationship, Literature Reviews, Models, *Program Descriptions, *Research Utilization, *Training

Identifiers—*Linking Agents

A linking agent is a person or team operating at the interface between resources and the school systems for the purpose of facilitating change by producing interaction between the two, thereby reducing the difference between potential and actual educational practice. This discussion of agent roles and training proceeds from a discussion of change and various change models to the various agent roles these models imply. With these roles in mind, ways to devise effective training programs are discussed, including specific programs for each role. The report concludes with a brief discussion of what is known about the practice of each role and with an attempt to suggest areas for further research. A bibliography is included and selected training resources are listed. (Author/IRT)

ED 128 872 EA 008 467

Facilities for Community Services. Educational Facilities Digest 10.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Contract—OEC-0-8-080353-3514

Note—9p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Community Schools, *Community Services, Facility Utilization Research, *Literature Reviews, *Shared Facilities, *Shared Services, Space Utilization

The trend toward community use of school space is influenced by the financial wisdom of extending the use of large, centrally located, and well-equipped, public buildings. When more services can share the same facility, taxpayer savings are greater and community access is easier. Different approaches that communities and educators have taken to share facilities, and their solutions to legal and administrative problems, are cited in references from the ERIC system. Twenty-five abstracts and four brief supplementary entries are contained in the digest. (Author/MLF)

ED 128 873 EA 008 469

Schofield, Dee

Issues in Basic Education. NAESP School Leadership Digest Second Series, Number 12. ERIC/CEM Research Analysis Series, Number 27.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—31p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($1.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Alternative Schools, Authoritarianism, *Basic Skills, Discipline, *Educational Alternatives, Educational Philosophy, Elementary Secondary Education, Functional Illiteracy, Language Skills, Mathematics Education, *Political Attitudes, Political Influences

Identifiers—*Back to Basics Schools, Conservatism, *Fundamentalist Education

The back-to-basics movement in part has resulted from public alarm over the increase in functional illiteracy–students' inability to solve everyday problems requiring basic language and mathematics skills. Although not all its adherents are politically and educationally conservative, those who support fundamentalist schools certainly are. These schools emphasize uniform authority-centered education, strict discipline, and respect for the values of the dominant culture, as well as the traditional "Three R's." These back-to-basics schools are growing in popularity, though many educators are critical of what they consider the regressive tendencies of fundamentalist education. The author summarizes the thinking of theorists, such as Alfred North Whitehead, who suggest that language and mathematic skills, as traditionally defined, do not constitute the true basics of education. Instead, the cognitive, affective, and developmental skills necessary for mature and effective communication are the proper educational goals. The author concludes that it would be regrettable if the pressing problem of illiteracy becomes rigidly linked with fundamentalist conservatism. (Author)

ED 128 876 EA 008 593

Alternative Schools. The Best of ERIC, Number 21.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Alternative Schools, *Educational Alternatives, Elementary Secondary Education

The 12 extensively annotated articles and documents included in this collection range from analyses of what is wrong with alternative schools to procedures for their development. (IRT)

ED 128 877 EA 008 614

Alternative Uses of School Buildings. Educational Facilities Digest 11.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Building Conversion, *Literature Reviews, School Closing, *School Improvement, *School Planning, Space Utilization

School districts with surplus space and those wishing to obtain space more economically than by constructing conventional additions will obtain insights from this collection of eight abstracts of references in the ERIC system. (MLF)

ED 130 374 EA 008 686

Community Schools. The Best of ERIC, Number 22.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon, 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Community Schools, *Literature Reviews, *School Community Relationship, School Planning, Shared Facilities

Abstracts of 12 documents in the ERIC system focus on the varieties of community schools. Topics covered include shared facilities, legal matters, and a discussion of the philosophical assumptions and attitudes underlying the community education movement. One document contains mainly Canadian entries, and two are literature reviews. (MLF)

ED 131 517 EA 007 297

[ERIC Abstracts:] ERIC Document Resumes on School Vandalism and Violence. ERIC Abstract Series, Number 36.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-8-080353-3514

Note—23p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia (Stock No. 021-00466, $2.00, plus $1.00 handling charge for each order under $15.00, quantity discounts, orders under $15.00 must be prepaid)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Elementary Secondary Education, *Literature Reviews, Prevention, *School Vandalism, *Security, *Vandalism, *Violence

Thirty-five annotations from the ERIC system discuss the problems of vandalism and violence in the schools, touching on causes, prevention, solutions, security methods, and programs and responses advocated and used by various groups. (Author/MLF)

ED 131 518 EA 007 298

ERIC Abstracts: ERIC Document Resumes on Staff Evaluation. ERIC Abstract Series, Number Thirty-seven.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-8-080353-3514

Note—27p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00470, $2.00 plus $1.00 handling charge for each order, quantity discounts, orders under $15.00 must be prepaid)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Personnel Evaluation, *Teacher Evaluation

The 47 documents in this annotated bibliography consider the problems of measuring staff effectiveness; examine methods, approaches, and evaluation practices; and describe some current programs. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document number, price of the document if it is available from the ERIC Document Reproduction Service, and an abstract. A subject index is included. (Author/IRT)

ED 131 522 EA 008 730
Building Renovation and Modernization. Educational Facilities Digest 12.
Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—OEC-0-8-080353-3514
Note—9p.
Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50, quantity discounts, payment must accompany orders)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Architectural Barriers, Building Conversion, *Building Improvement, Facility Improvement, Found Spaces, *Literature Reviews, *School Improvement, *School Planning

The importance of basing any school renovation on a thorough examination of the district educational philosophy and needs is stressed throughout the abstracts in this digest. Fourteen annotations from documents and journals in the ERIC system discuss why, when, and how to remodel schools. An additional 18 brief annotations about school renovation are contained in a supplementary bibliography. (MLF)

ED 131 523 EA 008 751
Declining Enrollments. The Best of ERIC, Number 23.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Collective Bargaining, *Declining Enrollment, Educational Alternatives, Educational Planning, Enrollment Projections, *Literature Reviews, *School Closing, *School Demography, Shared Facilities, Teacher Employment, Tenure

Eleven annotations from the ERIC system concern school districts' experiences with declining enrollments. Some of the abstracts deal with forecasting models; some with suggestions for expanding educational services to the community; and others with the effects that declining enrollments will have on teacher tenure and negotiation agreements. (MLF)

ED 132 643 EA 008 808
Facilities for Mainstreaming the Handicapped. Educational Facilities Digest 13.
Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Contract—OEC-0-8-080353-3514
Note—9p.
Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50, quantity discounts, payment must accompany orders)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Architectural Barriers, Court Litigation, Elementary Secondary Education, *Facility Guidelines, Facility Planning, *Handicapped Students, *Literature Reviews, *Regular Class Placement, Student Needs

Recent court decisions have established the right of handicapped students to public education. Planning or improving school facilities to meet the needs of the handicapped in the least restrictive manner are topics covered in 13 entries in an annotated bibliography and six citations in a supplementary bibliography. All entries are from the ERIC system. (MLF)

ED 132 644 EA 008 873
School Volunteer Programs. The Best of ERIC, Number 24.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (Free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Educational Programs, Elementary Secondary Education, *Literature Reviews, *Program Descriptions, *Volunteers

Twelve annotated bibliographies of literature in the ERIC system describe the administration, organization, concerns, and practices of current school volunteer programs. (MLF)

ED 133 809 EA 009 044
Facilities for Special Education. Educational Facilities Digest 14.
Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 77
Contract—OEC-0-8-080353-3514
Note—7p.
Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50, quantity discounts, payment must accompany orders)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Architectural Barriers, Educational Facilities, Elementary Secondary Education, Environmental Influences, *Facility Guidelines, Facility Requirements, *Handicapped Students, *Literature Reviews, Regular Class Placement, Research Needs, *Special Education, Student Needs

Whenever possible, handicapped children are to be brought into schools with normal children. However, specialized facilities are needed as well. Design requirements for specialized facilities and recent research findings on the effects of the environment on behavior and attitude are topics covered in 12 entries in an annotated bibliography and six citations in a supplementary bibliography. All entries are from the ERIC system. (MLF)

ED 133 836 EA 009 079
Competency-Based Education. The Best of ERIC, Number 25.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 77
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Behavioral Objectives, Curriculum Development, Elementary Secondary Education, Graduation Requirements, *Literature Reviews, *Performance Based Education, *Performance Based Teacher Education

Competency-based instructional programs are being discussed in many, and enacted in some, educational districts. Reports of this process from Oregon, California, and Ohio are included among the 12 entries in an annotated bibliography. All entries are from the ERIC system. (MLF)

ED 133 903 EA 009 167
Smith, Stuart C.
Information Analysis at the ERIC Clearinghouse on Educational Management: Rationale and Classification of Products.
Pub Date—Jan 77
Note—7p.
Journal Cit—UCEA Review; v18 n2 pp40-46 Jan 1977
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, *Information Dissemination, Information Retrieval, *Information Systems, Literature Reviews, *Program Descriptions
Identifiers—*ERIC Clearinghouse on Educational Management

The Clearinghouse on Educational Management produces information analysis products because the educational data base is so extensive and its quality varies considerably from document to document. Some of the Clearinghouse's products summarize and condense into manageable quantities the aggregate knowledge that exists. A second group of products makes judgments about what is of value and what is not. A third group interprets for school practitioners the implications of research findings for the operation of the schools. The products that compact the literature are primarily variations on the bibliographic format. The evaluative products are primarily state-of-the-art papers produced by experts commissioned by the Clearinghouse. The interpretive products usually both analyze and synthesize the literature. A good example of this group is the School Leadership Digest, a series of monthly reports that provide interpretive summaries of the research knowledge. (Author/IRT)

ED 135 067 EA 009 184
Staff Development. The Best of ERIC, Number 26.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Personnel, Annotated Bibliographies, Elementary Secondary Education, Inservice Education, *Inservice Programs, Inservice Teacher Education, Principals, Program Descriptions, *Staff Improvement, *Teachers

The 13 documents discussed in this annotated bibliography are primarily concerned with inservice programs for administrators but some coverage of inservice programs for teachers is included. (IRT)

ED 136 325 EA 008 998
The Best of the Best of ERIC.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—OEC-0-8-080353-3514
Note—114p.; For individual chapters of this document, see EA 009 251-270
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 ($5.95 prepaid, make checks payable to ERIC/CEM Publications)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Administrator Evaluation, Advisory Committees, *Annotated Bibliographies, Community Education, Conflict Resolution, Curriculum Planning, Decision Making, Declining Enrollment, *Educational Administration, Educational Alternatives, Elementary Secondary Education, Energy Conservation, Futures (of Society), Grievance Procedures, Leadership Styles, *Literature Reviews, Management by Objectives, Middle Schools, Needs Assessment, School Integration, Student Rights, Textbook Selection, Vandalism

This annotated bibliography is intended for use as a reference volume by educational administrators. It contains 321 annotations of documents and journal articles, all of which are indexed in the ERIC system. The chapters cover 20 topics of current interest to the practitioner. The materials annotated were selected to give the reader a good idea of the major issues and proposed solutions in each of the 20 fields. (Author)

ED 136 421 EA 009 344
Alternatives to Suspension. The Best of ERIC, Number 27.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 77
Contract—OEC-0-8-080353-3514
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Court Litigation, Discipline Policy, *Educational Alternatives, Elementary Secondary Education, School Law, Students, *Suspension

The 12 sources cited here deal with several approaches to student suspension, including inhouse suspensions, the legal aspects of suspensions, and the prevention of the discipline problems that cause students to be suspended. (IRT)

ED 136 446 EA 009 392
Schofield, Dee
Conflict Management and the Elementary Principal: A Critique of Research and Literature.
Pub Date—20 Apr 77
Note—25p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Las Vegas, Nevada, April 18-22, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Communication (Thought Transfer), *Conflict, *Conflict Resolution, Elementary Secondary Education, *Literature Reviews, *Principals, Psychology, Social Psychology, Social Science Research, Sociology

This paper offers a sample of the materials available on conflict from four different academic disciplines (psychology, social psychology, sociology, and communications). The author describes sample research dealing with intrapersonal and interpersonal conflict, as well as intragroup conflict and intergroup conflict. She emphasizes that conflict is a broad, all-encompassing term that has a multitude of applications in the schools. She maintains that conflict is not only a necessary prerequisite for constructive change in education, but that it is also the raw material of school administration. (DS)

ED 137 893 EA 009 006
Coursen, David
Conflicting Moralities in Education. ACSA School Management Digest, Series 1, Number 1. ERIC/CEM Research Analysis Series, Number 28.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—OEC-0-8-080353-3514
Note—33p.
Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75, members; $2.75, non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Conflict, Elementary Secondary Education, *Ethical Instruction, *Moral Issues, Moral Values, School Community Relationship, State Church Separation, Textbook Selection
Identifiers—*Kohlberg (Lawrence), Moral Judgments, *Values Education

The author begins by noting that if morality depends on how one sees the world, everything that teaches about the world is ultimately a moral question. A number of examples of conflict in textbook selection act as illustrations of moral issues in education–the controversy in Kanawha County, West Virginia; the controversy over evolution and creation; and the accusations of sexism and racism in textbooks. Examined historically, it is the removal of moral content from education rather than its inclusion that represents a departure from tradition. Among the reasons offered for the inclusion of morality in the curriculum is the "hidden curriculum"–the things the schools teaches implicity, even unintentionally. Moral issues cannot be avoided in the schools. Two approaches to teaching about morality are examined–values clarification and consideration of Kohlberg's stages of moral judgment. Objections to Kohlberg are examined and the unanswered question of the public's response to moral education is noted. The task of education is, the author notes, to find some middle ground, some way of respecting the needs of differing points of view and still teaching effectively. (Author/IRT)

ED 137 894 EA 009 007
Coursen, David
Vandalism Prevention. ACSA School Management Digest, Series 1, Number 2. ERIC/CEM Research Analysis Series, Number 29.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—OEC-0-8-080353-3514
Note—33p.
Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75, members; $2.75, non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Bibliographies, *Delinquent Behavior, Electronic Equipment, Elementary Secondary Education, *Estimated Costs, *Facility Requirements, Fire Protection, Insurance Programs, *Literature Reviews, Prevention, School Community Relationship, School Environment, *School Vandalism, *Security, Student School Relationship

Estimates of the precise costs of school vandalism vary widely, but the seriousness of the problem is beyond dispute. It is possible to get a general idea of the nature and motivation of most vandals and, in doing so. begin to understand the problem and devise solutions for it. There are two basic approaches to vandalism prevention. Currently, as the literature indicates, most programs try to deter vandalism by taking defensive measures that make schools less vulnerable to the ravages of destructive intruders. Deterrent programs treat vandalism symptomatically, usually by emphasizing improved school security. The alternative approach is to treat vandalism diagnostically, attempting to prevent it by attacking its causes. The key to such a program is to involve people in the life of the school to combat the sense of alienation and indifference that seems to be the cause of most vandalism, and to utilize design solutions to reduce the costs of property damage caused by nonmalicious vandalism. (Author/MLF)

ED 137 895 EA 009 041
Mazzarella, Jo Ann
The Principal's Role as an Instructional Leader. ACSA School Management Digest, Series 1, Number 3. ERIC/CEM Research Analysis Series, Number 30.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—OEC-0-8-080353-3514
Note—33p.
Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75, members; $2.75, non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Education, *Administrator Role, Bibliographies, Educational Innovation, Elementary Secondary Education, Leadership Qualities, Leadership Responsibility, *Literature Reviews, *Principals, *Role Conflict, *Role Perception, School Environment, School Organization, Teacher Administrator Relationship

In most schools the duties of the principal are not defined. A principal who is concerned with improvement of the instructional program has a wide range of roles to play. However, feelings run strong in the controversy over whether principals can or ought to be instructional leaders in their schools. Lack of time, power, clear role definition, and preparation are some of the roadblocks slowing down principals that want to be instructional leaders. Some techniques for getting around the roadblocks include administrative assistants that take over the principal's administrative functions; autonomous schools where decisions regarding the instructional program are made at the building level; and sharing power with other professional personnel. Two innovative programs offer promise that principals can be trained to perform the complex and demanding role of instructional leader. (Author/MLF)

ED 137 896 EA 009 042
Coppock, Nan Hale, Norman
Middle Schools. ACSA School Management Digest, Series 1, Number 4. ERIC/CEM Research Analysis Series, Number 31.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—OEC-0-8-080353-3514
Note—47p.
Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75, members; $2.75, non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adolescents, Career Exploration, Curriculum, Developmental Stages, *Educational Philosophy, Individualized Instruction, Instructional Innovation, *Junior High Schools, *Literature Reviews, *Middle Schools, Preservice Education, Program Content, Teacher Education, Teaching Methods, Teaching Quality, Team Teaching

Inherent in the middle school philosophy is the recognition that students vary widely in their stages of physical, cognitive, and affective development. A special school is needed to meet the unique requirements of these transitional youth. The history and present trends of the middle school reflect dissatisfaction with the junior high school. A chapter on the middle school program distinguishes between general notions of curricular theory and specific curricular practices. The first part discusses three different curricula. The second part of the chapter takes up a discussion of some of the innovative classroom organization and teaching practices that have become almost synonymous with the middle school movement. The lack of special inservice education for middle school teachers, principals, and counselors is attributed to lack of commitment and initiative by colleges of education and state education departments. The report concludes that the real issue in intermediate education is whether any of the progressive reforms of the middle schools and junior highs will be retained during a period of economic retrenchment in school districts. (Author/MLF)

ED 137 897 EA 009 043
Schofield, Dee Dunn, Pierre
Student Rights and Discipline. ACSA School Management Digest, Series l, Number 5. ERIC/CEM Research Analysis Series, Number 32.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—OEC-0-8-080353-3514
Note—33p.
Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75, members; $2.75, non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Civil Liberties, *Court Litigation, *Discipline, Discipline Policy, Due Process, Educational Administration, Educational Philosophy, Elementary Secondary Education, *Student Rights, Student School Relationship, Supreme Court Litigation
Identifiers—In Loco Parentis

The conflict between authoritarianism and democracy is almost nowhere more obvious than in the controversial area of student rights. In loco parentis, long an integral part of educational practice, is no longer an accepted role for educators to assume toward students. Directly counter to in loco parentis is the concept of due process of law for students. This review of the literature examines the key court decisions establishing such civil liberties for students as First Amendment rights, freedom from unreasonable search and seizure, the right of students to examine their records, equal treatment for handicapped students, and freedom from discrimination on the basis of race or sex. In regard to student rights, the school administrator's position is not an enviable one. The ambiguity surrounding the student rights controversy makes hard and fast answers difficult to come by. But the schools can become the setting for achieving balance between the opposing forces evident in both the student rights controversy and in the society as a whole. (Author)

ED 137 985 EA 009 476

The Management Team. The Best of ERIC, No. 28.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 77

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Personnel, Administrator Role, *Annotated Bibliographies, Board Administrator Relationship, Decision Making, Elementary Secondary Education, *Literature Reviews, *Management, Management by Objectives, *Principals, *School Administration, *Teamwork

The relationships that school principals experience with superintendents and school board members are often tenuous. Attempts to include principals as part of management and the results of forming a management team are described in this review. Six journal articles and four documents in the ERIC system are annotated. (MLF)

ED 140 381 EA 009 413

Dunn, Pierre

Management by Objectives. ACSA School Management Digest, Series 1, No. 6. ERIC/CEM Research Analysis Series, Number 33.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-8-080353-3514

Note—33p.

Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75, members; $2.75, non-members)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Accountability, *Administrative Personnel, Administrator Evaluation, *Educational Administration, Elementary Secondary Education, Employer Employee Relationship, Literature Reviews, *Management by Objectives, *Management Systems, Objectives, *Personnel Evaluation, Systems Approach

This review of the literature briefly outlines the history of management by objectives (MBO), describing the Madison, Wisconsin, school district's application of this systems approach to school management, as well as alternatives to the Madison MBO plan developed by other districts across the country. Although there are many variations of MBO and although there is some disagreement among writers in this area, all variations have four things in common; (1) MBO places the emphasis on results rather than on resources or the ways in which resources are utilized; (2) responsibility for achieving these results is shared jointly by the superior and his subordinate; (3) the establishment of this responsibility and the achievement of the results are both obtained through rigorous attention to specificity; and (4) shared responsibility and attention to specificity permit evaluation on the basis of performance, according to preset standards. (Author/DS)

ED 140 434 EA 009 594

School Financial Elections. Research Action Brief Number 1.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Personnel, Behavior, *Educational Research, Elementary Secondary Education, *School Budget Elections, *Voting

This brief examines the major findings of researchers who have investigated the behavior of voters in school financial elections and then suggests appropriate action school administrators can take to make the most of the challenge they face in securing voter approval of funds to operate the schools. Among the factors influencing voter behavior are the voter's race, level of education, age, and economic status. Among the factors apparently not influencing behavior are partisan voting habits, attitudes toward the schools, and parental status. Controversy within a district is more important than the tax rate in influencing voter behavior. Some of the most important findings and implications are that schools can no longer simply assume that the public will support their requests; taxes are not the only cause of election difficulties; "getting out the vote" must be done selectively, with special effort to attract likely school supporters to the polls; the school elections decisions are relatively permanent; schools can no longer count on the support of parents; when a measure stirs up controversy or organized opposition, it will usually be rejected; and voter alienation is a principal cause of negative voting. (Author/IRT)

ED 143 062 EA 009 595

Participative Decision-Making. Research Action Brief Number 2.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Contract—OEC-0-8-080353-3514

Note—5p.; Best copy available

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Bibliographies, *Decision Making, Educational Policy, Educational Research, Elementary Secondary Education, *Literature Reviews, *Policy Formation, Teacher Administrator Relationship, *Teacher Participation, Teacher Role

Identifiers—*Participative Decision Making

This report examines the role of participative decision-making in education by reviewing significant research on the involvement of teachers in educational policy-making. The discussion attempts to put participative decision-making (PDM) in perspective by highlighting empirical research on how well PDM works and by identifying some of the conditions that determine how well a specific PDM program is likely to work. Based on this analysis, general guidelines are offered to aid school administrators interested in developing PDM programs for their own schools. (Author/JG)

ED 143 101 EA 009 813

Reduction in Force. The Best of ERIC, Number 29.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 77

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Declining Enrollment, Educational Administration, Elementary Secondary Education, Employer Employee Relationship, Employment Practices, Instructional Staff, Job Layoff, Junior Colleges, *Personnel Policy, *Reduction in Force

This annotated bibliography contains selected sources on reduction in force indexed in the ERIC system. Most of the journal articles and documents annotated here deal with the impact of declining enrollments on school staffs, with changes in personnel policy to cope with the need to reduce the number of employees in elementary schools, secondary schools, and junior colleges, and with the legal aspects of reduction in force, as well as with other areas. While the majority of these sources approaches this subject from the school administrator's perspective, one article presents the teacher's viewpoint on staff reduction. These 13 sources are to be regarded as a representative selection of materials on this subject, not as a complete catalog of ERIC sources. (DS)

ED 144 169 EA 009 839

School District Governance: How Democratic? Research Action Brief Number 3.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Contract—OEC-0-8-080353-3514

Note—5p.; Best copy available

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Board Administrator Relationship, Board of Education Role, *Educational Policy, *Educational Research, Elementary Secondary Education, *Governance, *Literature Reviews, Policy Formation, Political Influences

This brief summarizes the findings of significant research studies dealing with school district governance and the political processes of local school districts. The bulk of the discussion focuses on the research of Harmon Zeigler and his colleagues, particularly on the study described in "Governing American Schools," by Zeigler, Jennings, and Peak. Zeigler contends that although school districts are political units, the linkages between citizens and educational policy-makers are much weaker than suggested by the democratic model of American education. Rather, the policy-making process is dominated by professional administrators, especially scoool superintendents, instead of by elected school board members. The implication of this is that the traditional view of the schools as a service organization, rather than a political system, will be increasingly challenged, and the schools of the future will be faced by essentially political demands they are not presently equipped to handle. (JG)

ED 144 204 EA 009 904

Advisory Committees. The Best of ERIC, Number 30.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 77

Contract—OEC-0-8-080353-3514

Note—5p.; Some parts may reproduce poorly due to colored paper

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Advisory Committees, *Annotated Bibliographies, Boards of Education, *Citizen Participation, Citizens Councils, *Community Involvement, Decision Making, Elementary Secondary Education, Parent Participation, Parent School Relationship, Principals, *School Community Relationship, Vocational Education

This annotated bibliography contains selected sources on advisory committees indexed in the ERIC system. The 11 documents and journal articles deal with various aspects of this topic, including the utilization of advisory committees for vocational and occupational education, the role of the school principal as committee leader, and how to obtain and maintain citizen involvement in advisory committees. Several of the entries examine the issue of the extent to which citizens and parents should be allowed to participate in school decision making processes through advisory committees. These 11 sources are to be regarded as representative of the material on this subject, not as a complete catalog of ERIC sources. (DS)

ED 145 504 EA 009 929

School Financial Elections. The Best of ERIC, Number 31.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Educational Finance, Elementary Secondary Education, Literature Reviews, Property Taxes, *Public Opinion, *School Budget Elections, School Community Relationship, School Districts, *School Taxes, *Voting

This bibliography contains annotations of 11 journal articles, papers, and books examining different aspects of school budget elections. Entries include materials on voter behavior, the so-called "taxpayers' revolt," suggestions to school districts on how to win financial elections, campaign strategies, citizens' attitudes in school tax voting, and reviews of the research. All the materials included in this bilbiography were selected for their relevance to school administrators and are indexed in the ERIC system. (DS)

ED 145 535 EA 010 000

Piele, Philip K.

Neither Corporal Punishment Cruel nor Due Process Due: The United States Supreme Court's Decision in "Ingraham v. Wright."

Pub Date—Jul 77

Note—36p.; Paper presented at the East-West Culture Learning Institute's Seminar on "Problems of Law and Society: Asia, the Pacific, and the United States" (Honolulu, Hawaii, July 25-August 11, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Authoritarianism, *Corporal Punishment, *Cultural Context, Democratic Values, Educational History, Elementary Secondary Education, *Parent Child Relationship, Social Attitudes, *Social Values, Student Rights, Student School Relationship, *Student Teacher Relationship, *Supreme Court Litigation

Identifiers—*Ingraham v Wright

This paper examines some of the historical and contemporary assumptions regarding the social and educational context of the use of corporal punishment on children, assumptions that are implicit in the Supreme Court's decision in the Ingraham v. Wright case. Beginning with a summary of the Florida case, the author outlines the Court's majority opinion concerning the constitutional issues (involving the Eighth and Fourteenth Amendments), and the dissenting minority's positions. The majority held that corporal punishment of school children neither constitutes "cruel and unusual punishment," nor requires due process beyond traditional common law remedies. The author argues that this decision reflects the majority's conservative cultural values, which stress the importance of historic tradition, specifically, of Puritan, authoritarian tradition. An analysis of parent-child, teacher-student relationships indicates the tension between democratic and authoritarian concepts in American society. (DS)

ED 146 661 EA 009 345

Phay, Robert E.

The Law of Procedure in Student Suspensions and Expulsions. NOLPE Monograph Series. ERIC/CEM State-of-the-Knowledge Series, Number Thirty-four.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 77

Contract—OEC-0-8-080353-3514

Note—64p.; For a related document, see ED 125 043; Not available in paper copy due to small print size of much of the document

Available from—National Organization on Legal Problems of Education, 5401 Southwest 7th Avenue, Topeka, Kansas 66606 ($4.95 prepaid; extra charge added for billing)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Court Litigation, Discipline Policy, *Due Process, Elementary Secondary Education, *Expulsion, Hearings, Post Secondary Education, *School Law, School Policy, *Search and Seizure, State Legislation, State of the Art Reviews, *Student Rights, Student School Relationship, *Suspension

This state-of-the-knowledge paper, a companion to the author's 1975 monograph on a similar topic, examines the legal ramifications of student suspension, expulsion, and search and seizure of students' property. The author reviews relevant court litigation and state laws pertaining to specific rules on student conduct, the procedures to follow in suspension and expulsion cases (including the hearing, the student's right to counsel, inspection of evidence, impartiality of the hearing, witnesses, self-incrimination, mass hearings, hearing transcripts, appeal, and automatic review), and multiple and short-term suspensions, as well as the law relating to search and seizure. He concludes that although many may consider procedural due process requirements to constitute serious interference with internal school discipline, constitutional standards require only that students be treated fairly and granted the type of due process that school administrators would demand for themselves. (Author/DS)

ED 146 662 EA 009 684

Coursen, David

Playground Facilities and Equipment. ACSA School Management Digest, Series 1, Number 7. ERIC/CEM Research Analysis Series, Number 34.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-8-080353-3514

Note—33p.

Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75 for ACSA members; $2.75 non-members)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Design Needs, Elementary Education, *Equipment Standards, Facility Planning, Facility Requirements, Handicapped Children, Learning Theories, *Literature Reviews, Play, *Playgrounds, Safety

Modern educators and playground designers are increasingly recognizing that play is a part, perhaps the decisive part, of the entire learning process. Theories of playground equipment design, planning the playground, financial considerations, and equipment suggestions are featured in this review. Examples of playgrounds include innovative multipurpose pilot projects and "adventure playgrounds." A brief section discusses playgrounds for handicapped children. Forty-four documents and journal articles, cited in the ERIC system and listed in the bibliography, were consulted for this review. (Author/MLF)

ED 146 663 EA 009 707

Mazzarella, Jo Ann

Implementing Title IX. ACSA School Management Digest, Series 1, Number 8. ERIC/CEM Research Analysis Series, Number 35.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-8-080353-3514

Note—40p.

Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75 for ACSA members; $2.75, non-members)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affirmative Action, Athletic Programs, Counseling, Elementary Secondary Education, Employment Practices, *Equal Education, *Equal Opportunities (Jobs), *Federal Legislation, Nondiscriminatory Education, *Physical Education, School Districts, *Sex Discrimination, *Vocational Education

Identifiers—*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 and the HEW implementing regulations cover two major areas: sex discrimination in school courses, athletics, extracurricular activities, employment, and counseling, and sex descrimination in hiring, promotions, and benefits for school personnel. The author of this review examines the progress (and lack thereof) made by schools attempting to comply with Title IX requirements in physical education and athletic programs, employment, counseling and vocational education, and treatment of students. Combining information from the literature with material gleaned from personal interviews, the author focuses on the successful efforts of some school districts to fulfill both the letter and the spirit of Title IX. The author notes that staff, parents, and students need to be involved in implementing Title IX. A decentralized approach involving vigorous, dedicated committees, has been used by most schools that have moved the farthest toward eradicating sex discrimination, she notes. (Author/DS)

ED 146 664 EA 010 018

Improving School Climate. The Best of ERIC, Number 32.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 77

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Personnel, *Annotated Bibliographies, *Educational Environment, Elementary Secondary Education, Leadership, Morale, *Organizational Climate, Organizational Development, Participation, *Principals, *School Administration, School Environment, School Personnel

This bibliography contains annotations of 12 journal articles and documents, all indexed in the ERIC system. The entries deal with various aspects of school climate and generally emphasize climate improvement. Annotated materials cover such topics as school climate and principal behavior, school climate and educational change, organizational development, leader-staff relations, and leadership. Two sources are case studies of climate changes in specific schools. (DS)

ED 149 413 EA 009 928

Thompson, Sydney

Competency-Based Education: Theory & Practice. ACSA School Management Digest, Series 1, Number 9. ERIC/CEM Research Analysis Series, Number 36.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-78-0007

Note—52p.

Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75 ACSA members; $2.75 non-members)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Curriculum Development, Educational Change, *Educational Programs, *Educational Theories, Elementary Secondary Education, Instructional Systems, *Performance Based Education, *Program Descriptions, *Program Development, Program Evaluation, *Skills, Student Evaluation

Some tentative evidence bears out the claims of competency based education (CBE) theory, suggesting that well implemented CBE programs can bring significant benefits; however, CBE still remains a largely untested innovation, according to the author of this analysis paper. He outlines CBE in theory–its definition, implications, benefits, and problems–and in practice, describing three CBE programs currently in operation (California's Basic Skills Program, Oregon's Life-Role Program, and the Fairfield-Suisun School District (California) Career Major Program). Incorporating information gleaned from interviews with school administrators, as well as from the literature on CBE, the author describes the implementation process and problems associated with instituting competency based education. He concludes that the best chance for successful implementation appears to lie in cultivating good staff morale, assessing outcomes early in curriculum development, and linking outcomes, instruction, and assessment in newly designed courses. (Author/DS)

ED 149 414 EA 010 004

Mazzarella, Jo Ann

Making Your Busing Plan Work: A Guide to Desegregation. ACSA School Management Digest, Series 1, Number 10. ERIC/CEM Research Analysis Series, Number 37.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-78-0007

Note—40p.

Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75 ACSA members; $2.75 non-members)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Personnel, Bus Transportation, Communication (Thought Transfer), *Community Support, Court Litigation, *Educational Planning, Educational Problems, *Educational Quality, Elementary Secondary Education, *Integration Litigation, Parent Participation, *Racial Integration, School Districts, *School Integration, Students

Identifiers—*Busing

The practical aspects of planning and successfully implementing a busing program for school desegregation are emphasized in this guide. The author points out that school districts that don't wait for a court order to start planning school desegregation stand a much better chance of smooth implementation. From interviews with school administrators, as well as from a review of the literature, the author has identified four major issues that are involved in making busing for desegregation work: (1) choosing an efficient and fair busing plan; (2) gaining community support by involving parents, students, and community members in decision making, by school administrators showing strong leadership and support for the plan, and by communicating effectively with the community; (3) making sure the plan runs smoothly by handling discipline problems and violence even-handedly and equitably, and by orienting parents and students to changes brought about by busing; and (4) making necessary improvements in facilities, curriculum, and staff development. (Author/DS)

ED 150 672 EA 009 378

Delon, Floyd G.

Legal Controls on Teacher Conduct: Teacher Discipline. NOPLE Monograph Series. ERIC/CEM State-of-the-Knowledge Series, Number Thirty-five.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-78-0007

Note—90p.; For a related document, see ED 069 017

Available from—National Organization on Legal Problems in Education, 5401 Southwest 7th Avenue, Topeka, Kansas 66606 ($4.95 prepaid)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Contracts, *Court Litigation, Elementary Secondary Education, Job Tenure, *School Law, *State Legislation, *Teacher Behavior, Teacher Certificates, Teacher Certification, Teacher Characteristics, *Teacher Discipline, Teacher Dismissal, Teacher Qualifications, Teacher Salaries

This is an expansion and revision of the author's 1972 monograph "Substantive Legal Aspects of Teacher Discipline." The major focus is again placed on the identification and description of the present legal restrictions on teacher behavior both in and out of the classroom. The author examines statutory provisions affecting certification, contracts and tenure, conflict of interest, school records and reports, pupil protection and child abuse, duties and responsibilities of teachers, and self-discipline by the teaching profession. He examines case law concerning certification denial, suspension, and revocation; contract nonrenewal and termination; teacher suspension, transfer, and demotion; and salary loss, fines, and imprisonment. The major developments over the past five years have been in the areas of state legislation and court decisions. (Author/IRT)

EJ 162 133 EA 508 531

Schofield, Dee

Conflict Management–What Principals Should Know About It

Pub Date—May 77

Journal Cit—NASSP Bulletin; 61; 409; 8-15

Descriptors—*Conflict Resolution, *Literature Reviews, *Conflict, Elementary Secondary Education, Principals, Group Dynamics, Community Attitudes, Community Involvement

Highlights what the literature says about conflict and its resolution. (IRT)

EC

ED 117 886 EC 081 121

Boston, Bruce O., Ed.

Gifted and Talented: Developing Elementary and Secondary School Programs.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Note—49p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administration, Bibliographies, Elementary Secondary Education, Exceptional Child Education, *Gifted, Grouping (Instructional Purposes), *Program Development, Research Reviews (Publications), *Talent Identification, Values

Examined in five papers are issues involved in developing elementary and secondary school programs for the gifted and talented. Emphasized by E. Drews is the need for educating the gifted and talented toward more humanizing values, and reviewed are examples of experimental curricula and learning environments. A national administrator's perspectives on such problems as grouping procedures and community abdication of responsibility to the gifted and talented are presented by B. McLaughlin. Cited by A. Baldwin are teaching strategies for gifted disadvantaged students. Considered in B. Boston's paper are methods of identifying gifted and talented pupils and organizing programs. The roles of change agents and facilitators are among the topics covered in an interview with J. Gallagher. Listed are 21 current publications on the gifted and talented, and provided is a bibliography of approximately 150 references on such topics as creativity, guidance and counseling, and teacher training. (CL)

ED 119 453 EC 082 478

Maker, C. June

Training Teachers for the Gifted and Talented: A Comparison of Models.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Note—61p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($3.95 publication number 117)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Educational Trends, Exceptional Child Education, *Gifted, Higher Education, Inservice Teacher Education, *Models, Preservice Education, *Program Effectiveness, *Teacher Education, Teacher Qualifications, Teacher Role

Program models are described and successful practices are surveyed in training teachers for gifted and talented students. In a section on assumptions and issues, the teacher's role is discussed in terms of classroom innovation and development of attitudes, skills, and abilities in students; and alternatives for teacher training programs are outlined. Two criteria necessary for teachers of the gifted are noted to be an ability to relate effectively to the group of youngsters being taught and an openness to change; and suggestions for assessing teacher competency are given. Presented is an analysis of various preservice training programs and a comparison of the major methodological differences in them, as well as a review of past and current practices. Variations of inservice training models are described, compared, and contrasted, and evaluation results are reported for each of the following: summer institutes, demonstration centers, and service centers. Appended is a list of university training programs offering either graduate or undergraduate degrees in education of the gifted. (SB)

ED 145 600 EC 102 460

Kline, Donald F.

Child Abuse and Neglect: A Primer for School Personnel.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—58p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Check Lists, *Child Abuse, Definitions, Early Childhood Education, Elementary Secondary Education, Etiology, *Guidelines, *Identification, Incidence, Legal Responsibility, *Neglected Children, Parent Child Relationship, Parent Role, *Prevention, School Policy, *School Responsibility, Teacher Responsibility, *Teacher Role

Intended for such school personnel as teachers, administrators, school board members, school bus drivers, cafeteria workers, and parent-teacher organizations, the volume provides basic information on child abuse and neglect. Sections cover the following topics: child abuse and neglect as an historical phenomenon, causes (including characteristics of abusers), incidence, legal and professional responsibilities of school personnel, definitions of child abuse and neglect, identification (covering physical abuse, neglect, sexual molestation, revealing parental behaviors, revealing children's behaviors, and emotional maltreatment), guidelines for school policies, reporting procedures (including a sample report form), approaches to primary prevention, and a checklist for rating school involvement. Appended are a concept analysis model of the abused child, a flow chart of school personnel reporting procedures, and a glossary of approximately 50 terms related to child abuse and neglect. (IM)

ED 145 621 EC 102 563

Torrance, E. Paul

Discovery and Nurturance of Giftedness in the Culturally Different.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—101p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($6.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Cultural Differences, Culture Free Tests, *Educational Alternatives, Elementary Secondary Education, Evaluation Methods, *Gifted, *Program Development, Research Reviews (Publications), *Screening Tests, *Talent Identification, *Teaching Methods

Discussed in the monograph are methods for identifying and developing programs for culturally different gifted students. In an overview section, the important issues and trends associated with the discovery and nurturance of giftedness among the culturally different are considered; and screening methods which involve modified traditional procedures, instruments that seem to lack cultural bias, and culture specific procedures are reviewed. A nonpsychometric approach is offered for identifying strengths and using strengths to motivate learning, select learning experiences, and develop career plans in 18 areas (which include ability to express feelings and emotions; ability to improvise with commonplace materials and objects; and articulateness in role playing, sociodrama, and story telling). A final section focuses on alternative programs, approaches, and additional general guidelines for discovering and nurturing giftedness. Appended are a table summarizing studies of racial and socioeconomic bias of the Torrance Tests of Creative Thinking, a sample checklist for observing signs of giftedness among the culturally different, and an annotated list of biographies and autobiographies of successful culturally different people for young readers. (SBH)

ED 152 030 EC 104 110
Thomas, M. Angele, Ed.
Developing Skills in Severely and Profoundly Handicapped Children.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—44p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Attention Control, Autism, Cerebral Palsy, Communication Skills, *Custodial Mentally Handicapped, Deaf Blind, Elementary Secondary Education, Exceptional Child Education, Mentally Handicapped, *Multiply Handicapped, Physically Handicapped, Self Care Skills, *Severely Handicapped, *Skill Development, *Stimulation, Teacher Education, *Teaching Methods, Trainable Mentally Handicapped, Visual Learning

Included in the publication are 10 articles on developing basic skills in severely and profoundly handicapped children. The first paper focuses on the development of object permanence, a basic cognitive skill, while the second and third review procedures for developing self care skills (toileting and eating). A fourth paper discusses an interdisciplinary approach to a communication system for a nonvocal severely physically handicapped student. A vision stimulation program for low functioning deaf-blind rubella children is outlined in the fifth article, while initial attention control procedures are discussed in the sixth. Topics covered in the remaining papers are techniques for developing appropriate school bus behavior, considerations in involving the autistic child in the regular school, the use of a learning center approach, and teacher education. (CL)

FL

ED 115 119 FL 007 308
Jokovich, Nancy
A Bibliography of American Doctoral Dissertations in Linguistics, 1965-1967. CAL-ERIC/CLL Series on Languages and Linguistics, Number 28.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 75
Note—56p.; For related document, see ED 016 966
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Bibliographies, Biculturalism, *Bilingual Education, Diachronic Linguistics, *Doctoral Theses, *English (Second Language), Grammar, Language Development, *Language Research, *Linguistics, Linguistic Theory, Literature, Morphology (Languages), Phonology, Resource Materials, Semantics, Syntax

This is a bibliography of American doctoral dissertations in linguistics completed between 1965 and 1967. It is an update of Phillip R. Rutherford's "Bibliography of American Doctoral Dissertations," which covered the years 1900-1964 and was published by the Center for Applied Linguistics in 1968. There are 614 entries in the present bibliography, listed by author and indexed by subject or by language. The entries cover a wide range of topics relevant to linguistics, including descriptive studies; sociolinguistics; computational linguistics; language acquisition; literature and linguistics; studies in phonology, syntax, morphology and semantics; historical linguistics; English as a foreign language; and bilingual-bicultural education. Dissertations in foreign language education, which are to appear in an independent bibliography, have not been included. A bibliography of dissertations covering the period 1968-1974 will be published by the ERIC Clearinghouse on Languages and Linguistics in the spring of 1976. (CLK)

ED 116 495 FL 007 386
Tripp, Rosemary Behrens, Sophia
Audiovisual Materials for the Teaching of Language Variation. An Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 31.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date—Jan 76
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Black Dialects, Child Language, Dialect Studies, English, *Instructional Aids, Instructional Materials, *Language Variation, Nonstandard Dialects, Regional Dialects, *Resource Materials, Sociolinguistics, Standard Spoken Usage, Teacher Education, Teaching

This annotated bibliography provides information concerning audiovisual aids available for use in teaching and teacher training in language variation. A variety of topics are covered, including regional dialect studies, language change, language acquisition, social dialects, and language in education. Each entry includes the name of the product, technical information, and a summary of the content. These summaries are descriptive, not evaluative. Wherever possible, an indication of the most appropriate audience has been made. The product source, date of production, whenever available, and 1976 price are also listed for each entry. Source addresses are provided at the end of the bibliography. (Author/CLK)

ED 116 496 FL 007 389
Tripp, Rosemary Behrens, Sophia
Audiovisual Materials for the Teaching of Language Acquisition: An Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 32.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date—Jan 76
Note—13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Child Language, *Instructional Aids, Instructional Materials, *Language Development, Morphology (Languages), Phonology, Psycholinguistics, Resource Materials, Semantics, Syntax, Teacher Education, Teaching, Vocabulary

This annotated bibliography provides information concerning audiovisual aids for use in teaching and teacher training in language acquisition. A variety of areas is covered, including children's acquisition of morphology, phonology, and semantics, vocabulary and language development, the acquisition of specific items such as negatives and passives, and abnormal speech acquisition. Each entry includes the name of the product, technical information, and a summary of the content. These summaries are descriptive, not evaluative. Wherever possible, an indication of the most appropriate audience has been made. The product source, production date, whenever available, and 1976 price are also listed for each entry. Source addresses are provided at the end of the bibliography. (Author/CLK)

ED 116 498 FL 007 391
Eddy, Peter A. McLane, Kathleen
ERIC Documents on Foreign Language Teaching and Linguistics: List Number 14. CAL-ERIC/CLL Series on Languages and Linguistics, No. 33.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date—Feb 76
Note—22p.; For related documents, see ED 029 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056 600, ED 062 889, ED 073 710, ED 100 135, ED 100 124, ED 102 816 and ED 104 162
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Bibliographies, Bilingual Education, Bilingualism, Career Opportunities, Culture, *Educational Resources, English (Second Language), Fles, Instructional Materials, International Education, Language Handicaps, *Language Instruction, Language Tests, *Linguistics, Modern Languages, Psycholinguistics, Second Language Learning, Sociolinguistics, Statistical Studies, Teacher Education, Teaching Methods, Translation, Uncommonly Taught Languages

This is the fourteenth in a series of catalogues of ERIC documents of interest to teachers and researchers in foreign languages and linguistics. The list consists of documents processed into the ERIC system from April 1974 through December 1974, and is divided into categories adapted from the American Council on the Teaching of Foreign Languages (ACTFL) Bibliography. Each entry provides the author's name, the title of the document, its source (wherever applicable), date of publication, length, and ED number. (CLK)

ED 121 098 FL 007 581
Deuchar, Margaret
A Selected Bibliography on Sign Language Studies. CAL-ERIC/CLL Series on Languages and Linguistics, No. 34.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date—Apr 76
Note—8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Language Development, *Language Handicaps, Language Research, Linguistic Theory, *Manual Communication, Nonverbal Communication, Psycholinguistics, *Sign Language, Sociolinguistics, Textbooks

This 24-item annotated bibliography is intended to facilitate introduction to the field of sign language studies. It lists selected published works in English in which sign language is viewed from several different aspects, including: theoretical studies (nos. 1, 5, 6, 19, 20 and 21); works relating Sign to other visual communication systems (nos. 4, 7 and 13); historical studies (nos. 9 and 18); textbooks of American Sign Language (nos. 8 and 16); psycholinguistic studies including Sign acquisition (nos. 2, 3, 10, 12, 14, 17, 22 and 23); and sociolinguistic studies (nos. 15 and 24). Works on topics related or peripheral to Sign, such as kinesics and gestural system, where Sign is not mentioned, are not included, but are referenced in the bibliographies of the items listed and in Hayes (no. 11). The orientation of the listed works is toward consideration of what criteria a language must satisfy, and whether these are met by Sign. The annotations summarize the contents and often include an evaluation of the possible significance of the works. (Author/RM)

ED 123 889 FL 007 652
Conrad, Joseph L., Ed.
Russian Language Study in 1975: A Status Report. CAL-ERIC/CLL Series on Languages and Linguistics, No. 29.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Modern Language Association of America, New York, N.Y.
Pub Date—Apr 76
Note—82p.
Available from—Publications Dept., Modern Language Association, 62 Fifth Avenue, New York, New York 10011 ($3.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*College Language Programs, College Majors, Computer Assisted Instruction, Enrollment Trends, Graduate Study, Higher Education, Instructional Materials, Intensive Language Courses, *Language Enrollment, *Language Instruction, Language Programs, *Russian, Secondary Education, Study Abroad, Teacher Education, Teaching Methods

The papers included in this collection attempt to provide a comprehensive overview of the situation confronting the Russian language-teaching profession and a picture of the status of the teaching of Russian in the U.S. today. The papers are: (1) "Trends in Enrollments in Russian in U.S. Colleges and Public Secondary Schools," by Richard I. Brod (trends in foreign language enrollments, 1960-72; trends in Russian enrollments; and college Russian enrollments, 1974-75); (2) "The Teaching of Russian in American Secondary Schools, 1974-75," by Gerard L. Ervin (the national enrollment picture; a close-up of Ohio, 1974-75–teachers, enrollment, materials and teacher workshops; and some possible courses of action toward reversing the trend); (3) "Russian Instruction: First- and Second-Year College Level," by Donald K. Jarvis (professional support and preparation; widely used techniques–beginning texts and second-year texts; and innovative programs and techniques–CAI-CBI, speech delay, individualized instruction, decoding courses, Lipson technique); (4) "Intensive Russian Language Programs," by Robert Lager; (5) "Computer-Assisted Instruction in Russian," by George Kalbouss; (6) "Junior-, Senior-, and Graduate-Level Programs, Including Russian Literature," by Maurice I. Levin (advanced undergraduate programs–small college major, university major; graduate programs; and proficiency); and (7) "Russian Language Programs in the USSR for American Students," by Joseph L. Conrad. A summary and conclusions are also provided. (Author/RM)

ED 123 890 FL 007 656
Eddy, Peter, Comp. And Others
ERIC Documents on Foreign Language Teaching and Linguistics: List Number 15. CAL-ERIC/CLL Series on Languages and Linguistics, No. 38.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date—May 76
Note—22p.; For related documents, see ED 029 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056600, ED 062 889, ED 073 710, ED 100 135, ED 100 124, ED 102 816, ED 104 162 and ED 116 498
Journal Cit—Modern Language Journal; v60 n4 p172-187 Apr 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—American Indian Languages, Applied Linguistics, *Bibliographies, *Bilingual Education, Chinese, Communication (Thought Transfer), Cultural Education, Culture, Dialects, Educational Resources, Elementary Secondary Education, *English (Second Language), Fles, French, German, Grammar, Higher Education, Instructional Materials, Language Development, Language Handicaps, *Language Instruction, Language Programs, Language Tests, Latin, *Linguistics, Modern Language Curriculum, Phonology, Program Descriptions, Program Evaluation, Psycholinguistics, Resource Materials, Russian, *Second Language Learning, Sociolinguistics, Spanish, Teaching Methods, Testing, Uncommonly Taught Languages

This is the fifteenth in a series of catalogues of ERIC documents of interest to teachers and researchers in foreign languages and linguistics. The documents cited in the present list appeared in "Resources in Education" from January through June 1975. Titles are listed under the following headings and subheadings: (1) general: administration, careers, international education, translation; (2) linguistics: general, applied linguistics, Black English, dialectology, grammar, phonology, sociolinguistics; (3) culture; (4) materials: general (including bibliographies), Chinese, French, German, Latin, Russian, uncommonly taught languages; (5) physiology and psychology of language learning: aptitude and attitude, communicative theory, first language acquisition, second language acquisition; (6) teacher education and certification; (7) methods: general, French, Spanish; (8) equipment; (9) testing; (10) bilingual/bicultural education: general, American Indian languages, bibliographies, materials, program descriptions, program evaluation, research and testing; (11) English as a second language: general, curriculum, methods, testing and evaluation; and (12) FLES. Each entry gives the author's name, title of the work, source, date (if available), length and ED number. The list is designed to be used in conjunction with RIE and an ERIC microfiche collection. (Author/RM)

ED 125 268 FL 007 653
Benseler, David P., Comp.
ACTFL Annual Bibliography, 1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 35.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date—May 76
Note—192p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Annotated Bibliographies, Applied Linguistics, Bilingualism, Classical Languages, Cultural Education, Curriculum Development, Educational Equipment, Elementary Secondary Education, Higher Education, Instructional Materials, *Language Instruction, Language Research, Language Tests, Literature, Modern Language Curriculum, Psycholinguistics, *Resource Materials, *Second Language Learning, Teacher Education, Teaching Methods

This 2,380-item annotated bibliography is a selective list of books and articles related to foreign language pedagogy. The entries are grouped by topic, in the following individual sections: Festschriften and Other Analyzed Collections, General, Bilingualism, Linguistics, Culture, Teaching the Foreign Literature, Curricular Problems and Developments, Materials, Physiology and Psychology of Language Learning, Teacher Education and Certification, Methods, Equipment, and Testing. Each individual section is further divided into subsections as determined by the subject matter presented. The section on Culture, for instance, has the subsections African, American and English, American Indian, and Chinese, among others. Each entry is cross-referenced to others in the bibliography, and the entries are also accessible through the author index. (CLK)

ED 125 269 FL 007 654
Birdsong, David, Comp.
American Doctoral Dissertations in Foreign Language Education, 1965-1974: An Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 36.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date—May 76
Note—58p.
Available from—ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Annotated Bibliographies, *Doctoral Theses, *Educational Research, Elementary Secondary Education, Higher Education, *Language Instruction, *Language Research, Language Skills, *Second Language Learning, Teacher Education, Teaching Methods

This nonselective, nonevaluative annotated bibliography compiles and synopsizes the mass of American doctoral dissertations written in the field of foreign language education between 1965 and 1974. Dissertations dealing primarily with allied fields such as bilingual education and English as a second language are excluded from this listing, but will be included in a later bibliography in the same series. (Author)

ED 125 270 FL 007 655
Tinsley, Royal L., Jr.
Translation as a Career Option for Foreign Language Majors. CAL-ERIC/CLL Series on Languages and Linguistics, No. 37.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date—May 76
Note—12p.
Journal Cit—Bulletin of the Association of Departments of Foreign Languages; v7 n4 May 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Choice, *Career Opportunities, College Majors, Employment Potential, *Interpreters, Job Skills, Language Instruction, *Language Skills, Practical Arts, Professional Education, Professional Training, Second Language Learning, *Second Languages, *Translation

This booklet is intended to provide the college foreign language major with practical observations on translation and interpretation as possible professions. The skills and training required of competent translators are discussed, and their responsibilities, working conditions and approximate salary figures for various translating tasks are described. Translation as an art is also examined, as is its daily importance to all of us. (DB)

ED 129 071 FL 007 961
Paulston, Christina B.
Teaching English to Speakers of Other Languages in the United States, 1975: A Dipstick Paper. CAL-ERIC/CLL Series on Languages and Linguistics, No. 39.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 76
Note—31p.
Available from—TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Education, Applied Linguistics, Bilingual Education, *Educational Trends, *English (Second Language), *Language Instruction, Psycholinguistics, Second Language Learning, *State of the Art Reviews, Teacher Education, *Teaching Methods, Tenl

This report, prepared for the September 1975 UNESCO Meeting of Experts on the Diversification of Methods and Techniques for Teaching a Second Language, examines major achievements and recent trends of second language teaching in the United States. English is learned as a second language for several purposes - as a cultural acquisition, for specific functional purposes, for interpersonal purposes, or in bilingual education. Teaching methods must consider the particular needs of the learner. The major recent developments in ESL have been in bilingual education. Research on ESL in adult education is increasing. Some major academic contributions to the teaching of Standard English as a Second Dialect to American Blacks are noted. Several trends are discussed: (1) Linguistics and language teaching: transformational generative grammar as an influence has been superseded by sociolinguistics. (2) Psychology and language teaching: the emphasis is on the reasons for learning and the meaningful use of language. (3) Language teaching pedagogy: cognitive code, with its emphasis on meaningful learning and careful analysis of linguistic structures, is recognized as the new trend. (4) Teacher training: certification in bilingual education/ESL is moving from linguistics departments to departments of education. (CHK)

ED 132 863 FL 008 268
Eddy, Peter A., Comp. McLane, Kathleen, Comp.
ERIC Documents on Foreign Language Teaching and Linguistics: List Number 16. CAL-ERIC/CLL Series on Languages and Linguistics, Number 42.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date—Nov 76
Note—24p.; For related documents, see ED 029 538, ED 029 924, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056 600, ED 062 889, ED 073 710, ED 100 124, ED 100 135, ED 102 816, ED 104 162 ED 116 498, and ED 123 890
Journal Cit—Modern Language Journal; v60 n7 p370-391 Nov 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—American Indians, Applied Linguistics, *Bibliographies, Biculturalism, *Bilingual Education, Careers, Child Language, Computational Linguistics, Contrastive Linguistics, Culture, Dialect Studies, *English (Second Language), Error Analysis (Language), French, German, Grammar, Instructional Materials, Language Handicaps, *Language Instruction, Language Teachers, Language Tests, *Linguistics, Phonology, Physiology, Program Evaluation, Psycholinguistics, Psychology, *Second Language Learning, Semantics, Spanish, Teacher Education, Teaching Methods, Translation, Uncommonly Taught Languages

This is the sixteenth in a series of catalogues of documents of interest to teachers and researchers in foreign languages and linguistics that have been processed into the ERIC system. The documents cited in the present list appeared in the monthly ERIC abstract journal "Resources in Education" (RIE) from July through December 1975. The list is compiled from all of the RIE citations published during that period, not only those contributed by the Clearinghouse on Languages and Linguistics. The list contains the following headings: (1) General; (2) Linguistics; (3) Foreign Language Education; (4) Physiology and Psychology of Language Learning; (5) Equipment; (6) Bilingual/Bicultural Education; (7) English as a Second Language. Each entry includes author's name, title of the work, source, date (if available), length, and ED number. The list is designed to be used in conjunction with RIE and an ERIC microfiche collection. (Author/CFM)

ED 135 206 FL 008 271
Garcia-Zamor, Marie Birdsong, David
Testing in English as a Second Language: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 40.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—32p.
Available from—Teachers of English to Speakers of Other Languages, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, *English (Second Language), Language Instruction, *Language Proficiency, Language Skills, *Language Tests, Resource Materials, Second Language Learning, Student Evaluation, *Test Construction, Testing

This bibliography on testing in English as a second language (ESL) is divided into four sections. Section

1, Second Language Testing, includes texts and articles that treat the general and overall aspects of second language testing. Many of the theories, techniques, and tests discussed in these works also apply to ESL. The items in the second section, Testing Theory, provide a theoretical background to ESL testing procedures, techniques, and design, or describe research in these areas. Section 3, Test Design, contains items describing the construction of a prototype ESL test or related experimentation. Other items provide suggestions for the design and construction of tests. The final section, Tests and Test Assessments, contains descriptions of specific ESL test instruments and also includes evaluations of some tests. Most items in the bibliography were published after 1969. Each entry includes the date, the publisher or journal title, an annotation, and, where available, the ERIC ED number. (Author/CLK)

ED 136 552 FL 008 272
Ramirez, Manuel And Others
Spanish-English Bilingual Education in the U.S.: Current Issues, Resources, and Research Priorities. CAL-ERIC/CLL Series on Languages and Linguistics, No. 41.
Center for Applied Linguistics, Arlington, Va.; ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 77
Contract—NIE-C-74-0151
Note—85p.
Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($3.95)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Biculturalism, *Bilingual Education, *Bilingualism, Cognitive Development, Cognitive Style, Cultural Pluralism, Educational Objectives, Educational Resources, *English (Second Language), *Intellectual Development, Intelligence Differences, Language Attitudes, Language Instruction, Language Programs, Language Usage, Language Variation, Program Evaluation, Research Needs, Second Language Learning, Sociolinguistics, *Spanish, Spanish Speaking, Student Evaluation, Teacher Education

This report is the result of an investigation conducted to identify the current issues, resources, and funding priorities in Spanish-English bilingual education in the United States. Although it deals solely with Spanish-English bilingualism, a great deal of the material should prove to be relevant to other bilingual situations in the United States. Chapter 1, "Introduction," defines bilingual education and discusses its goals, justification, and literature. Chapter 2, "Linguistic Aspects of Bilingualism," considers language dominance, language variety, language usage, language teaching, language attitudes, and teacher training. Chapter 3, "Intellectual Development and Cognitive Styles" analyzes the numerous attempts to determine whether bilingualism enhances or depresses performance on IQ tests. Chapter 4, "Culture," deals with the bicultural element in bilingual education programs. The important question of when and what to assess in bilingual education is the subject of Chapter 5, "Assessment," which also deals with assessment personnel, instruments and models. In the final chapter an attempt is made to establish priorities for research. Appendices A and B contain lists of persons consulted and resources for bilingual/bicultural education, respectively. (CFM)

ED 136 553 FL 008 273
Rosenthal, Marilyn S.
The Magic Boxes: Children and Black English.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 77
Note—80p.; CAL-ERIC/CLL Series on Languages and Linguistics No. 43 and ERIC/ECE Catalog No. 159
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 ($3.80)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Black Attitudes, *Black Dialects, Black Stereotypes, Black Youth, English, *Language Attitudes, Language Development, *Language Research, Language Usage, Language Variation, *Preschool Children, *Racial Discrimination, Social Development, Socialization, Sociolinguistics, Standard Spoken Usage
Identifiers—*Black English

This study is concerned with the acquisition of social awareness of language differences in preschool children, particularly their awareness of the differences between black and standard English (BE and SE). Awareness is defined as a type of sociolinguistic perception involving three related abilities: (1) discrimination (the ability to discriminate between BE and SE solely on the basis of linguistic variables), (2) categorization (the ability to categorize people according to race on the basis of their speech), and (3) attitude (the expression of attitudes and value judgments vis-a-vis representative speakers of each variety). Three tasks were constructed to investigate these three aspects. The effects of group, age, and sex were also examined. The children were drawn from two contrasting populations: sample A consisted of 90 upper middle class urban/suburban white children attending a private nursery school and a private day school kindergarten; sample B comprised 46 lower class semi-rural black children in a public day care center and a public kindergarten. The findings revealed that preschool children do discriminate, categorize and express specific attitudes toward BE and SE. In all tasks, age and group were the most significant variables. (Author/CFM)

ED 136 559 FL 008 356
Galt, Alan
Projecting a Better Image: Slides and the Foreign Language Teacher. CAL-ERIC/CLL Series on Languages and Linguistics, No. 48.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Note—28p.; For related document, see FL 008 453
Available from—ERIC/CLL, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Cultural Education, Foreign Culture, *Language Instruction, *Material Development, Photographic Equipment, *Photography, Production Techniques, *Slides, *Teacher Developed Materials, Teaching Methods, Travel, *Visual Aids

This handbook demonstrates how to make and present travel slides for the language and culture course with maximum effectiveness. There are six basic rules for the teacher to follow: (1) fill the frame; (2) suppress your ego; keep yourself and your relatives out of your picture; (3) leave the audience wishing for more slides, not fewer; (4) vary your viewpoints; (5) don't show slides with flaws; and (6) know your projection equipment. An effective picture show should be able to communicate without words. Narration should never be used to compensate for bad slides. A number of illustrations are provided as examples of photographic composition for a variety of subjects. (Author/CFM)

ED 136 569 FL 008 414
Cooper, Stephen, Comp.
Graduate Theses and Dissertations in English as a Second Language: 1975-1976. CAL-ERIC/CLL Series on Languages and Linguistics. No. 45.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 77
Note—31p.
Available from—TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Education, Applied Linguistics, *Bibliographies, Bilingualism, Career Opportunities, Contrastive Linguistics, Culture, Curriculum Development, Dialects, Doctoral Theses, Elementary Secondary Education, *English (Second Language), Grammar, Higher Education, Instructional Materials, *Language Instruction, Language Laboratories, Language Tests, Masters Theses, Phonology, Psycholinguistics, Reading, *Second Language Learning, Sociolinguistics, Teaching Methods, Writing Skills

This listing is an attempt to provide graduate students and other researchers in ESL (English as a Second Language) with specific, comprehensive data on contemporary studies. The bibliography consists of 110 titles of theses and dissertations completed between July 1975 and June 1976 at degree-granting institutions in the United States and Canada. The titles are organized under the following subject headings, drawn from indexes used in the TESOL Quarterly: (1) adult education; (2) applied linguistics; (3) bilingualism; (4) contrastive studies; (5) culture; (6) curriculum; (7) grammar; (8) language laboratory; (9) materials; (10) methods; (11) phonology; (12) profession; (13) psycholinguistics; (14) reading; (15) second dialect; (16) second language learning; (17) sociolinguistics; (18) testing; and (19) writing. Each entry provides the author's names, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis advisor, department or program, and writer's address. Many of the entries also contain a descriptive annotation. (CFM)

ED 136 584 FL 008 451
Jokovich, Nancy
A Bibliography of American Doctoral Dissertations in Bilingual Education and English as a Second Language: 1968-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 44.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 77
Note—24p.; For related documents, see ED 115 119 and ED 125 269
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Bibliographies, Biculturalism, *Bilingual Education, Bilingualism, Child Language, *Doctoral Theses, *English (Second Language), Grammar, Instructional Materials, Language Instruction, *Language Research, Psycholinguistics, Resource Materials, Second Language Learning, Sociolinguistics, Teaching Methods

This bibliography is an outgrowth of a project undertaken in 1975 by the ERIC Clearinghouse on Languages and Linguistics. The project was to update the bibliography of American doctoral dissertations in linguistics covering the years 1900-1964. Due to the large number of dissertations, the update was broken down into three parts, of which this bibliography is the third. The approximately 200 entries include dissertations in the areas of bilingual language acquisition, psycholinguistics, teaching methods and instructional materials for bilingual education and English as a second language, language competence assessment, the sociolinguistics of bilingualism and bilingual education, and teacher education. (CLK)

ED 136 585 FL 008 453
Wegner, Hart
Feature Films in Second Language Instruction. CAL-ERIC/CLL Series on Languages and Linguistics, No. 47.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Note—30p.; For related document, see FL 008 356
Available from—ERIC/CLL, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Audiovisual Aids, *College Language Programs, Cultural Education, *Films, *Foreign Language Films, Instructional Films, Instructional Materials, *Language Instruction, Language Skills, Modern Language Curriculum, *Resource Materials, *Second Language Learning, Sound Tracks, *Teaching Methods

Films used in second language teaching include pedagogical films, which consist of filmed lessons designed to teach grammar and pronunciation, culture and industry shorts often made as a mild form of cultural propaganda, illustrated literature, and foreign language feature films. The latter are useful since they reflect the culture, history, ideological concerns and environment of the people whose language is being taught. These films are directed at the native audience without concessions being made to the learner, and all parts of the film can be used for instructional purposes, including the script and the sound track. In discussing the organization of a film project in a second language course, a list of film distributors and films that are available is provided, as well as guidelines for equipment, the use of the script as a textbook, and soundtrack preparation. A discussion of classroom techniques and teaching methods covers the use of the soundtrack, the screenplay, and the film itself. The bibliography which concludes the document cites general film references and references in the areas of film theory and criticism, general history of film, and the history of national cinemas. A list of individual film-makers and screenplays is also included. (CLK)

ED 138 086 FL 008 454

Brisk, Maria E.

The Role of the Bilingual Community in Mandated Bilingual Education. CAL-ERIC/CLL Series on Languages and Linguistics, No. 49.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 77

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, *Community Involvement, Community Role, *Community Support, *Educational Policy, *Elementary Secondary Education, Language Instruction, Language of Instruction, Minority Groups, Parent Attitudes

It is the purpose of the present report to alert community organizers, school officials, and scholars to their mutual interest in securing community involvement in the planning and execution of bilingual programs. Strategies are proposed for bilingual communities to follow when confronted with mandated bilingual education. The proposed process is not a theoretical model based on studies in community organization, but rather a summary of successful strategies. The report focuses on the structure of the community and other interested parties, on the type of community organization required for effective action, and on the role of the community in setting goals for implementing and monitoring bilingual programs. Specific aspects of the planning of a bilingual program are discussed such as needs assessment including a survey of school children, the setting of goals, and technical issues such as language type to be used, materials, accurate assessment of language proficiency, and teaching personnel. (Author/CLK)

ED 138 087 FL 008 455

Birdsong, David

Computer-Assisted and Programed Instruction in Foreign Languages: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 50.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 77

Note—24p.; For related document, see FL 008 450

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Autoinstructional Aids, *Computer Assisted Instruction, Educational Technology, Instructional Materials, Instructional Media, *Language Instruction, *Programed Instruction, Research, Resource Materials, *Second Language Learning

The documents listed in this annotated bibliography on computer-aided and programmed instruction in foreign languages appeared in RIE during the period from April 1971 through February 1977. The selection comprises reports on conference and research projects, papers concerned with theory and application, and descriptions of teaching materials. The listing is selective rather than comprehensive, and each entry includes, when available, author's name, title of article, author's professional affiliation, date of completion or publication, number of pages, and ED number. (CLK)

ED 138 113 FL 008 538

Wilkins, Ernest J. And Others

Foreign Language Instruction and Career Preparation: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 51.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 77

Note—31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Career Education, *Career Planning, Higher Education, Instructional Materials, Job Skills, *Language Instruction, Languages for Special Purposes, Language Skills, Program Descriptions, Resource Materials, *Second Language Learning, Second Languages

This bibliography on foreign language instruction and career preparation is divided into four parts. Part I presents general materials on the intersection of foreign language instruction and career preparation. Materials in Part II provide specific examples of programs or courses that are designed to address the issue of preparation of students of foreign languages for employment, especially in areas other than teaching. Part III presents materials describing occupations that call for skills in foreign languages. Part IV contains references to courses designed to teach foreign language skills related to specific occupations. While many of the documents may be of interest to broad audiences, Parts I and II may be of particular interest to teachers, counselors, administrators, or program planners; Parts III and IV are of special interest to students. Within the context of this document, the term "foreign language" refers to languages other than English that are or might be taught in U.S. or Canadian schools and universities. Foreign language competence refers to the ability to speak, understand, read, and write with a considerable degree of proficiency in a language other than English. (Author/CLK)

ED 140 614 FL 008 593

Wanat, Stanley F., Ed.

Language and Reading Comprehension. Linguistics and Reading Series: 2. Papers in Applied Linguistics. CAL-ERIC/CLL Series on Languages and Linguistics, No. 52.

Center for Applied Linguistics, Arlington, Va.; ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 77

Note—87p.; For related documents, see FL 008 469

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 ($4.-95)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Attention, Beginning Reading, Cognitive Processes, Cognitive Style, Individual Differences, *Language Development, Language Research, *Psycholinguistics, *Reading Comprehension, Reading Difficulty, Reading Instruction, *Reading Processes, *Reading Research

Identifiers—Language Processing

This collection provides a number of perspectives on the central role that language plays in reading comprehension. Following an introduction by the editor, entitled "Attention and Individual Differences in Comprehension," the following papers are presented: (1) "The Line of Sight Approach," by Norman H. Mackworth; (2) "The Information Processing Approach," by D. L. Fisher and M. S. Smith; (3) "Language Development: Universal Aspects and Individual Variation," by Paula Menyuk; (4) "Developmental Psycholinguistics: Implications for Reading Research," by Stanley F. Wanat; (5) "Communication and Cognitive Style: A Clinical Perspective," by Robert W. Goldberg; (6) "The Role of Intention in Reading and Thinking," by Russell G. Stauffer; and (7) "Efficiency in Beginning Reading: Possible Effects on Later Comprehension," by Kenneth J. Smith. The first two papers consider different approaches to the analysis of reading comprehension difficulties. The third and fourth papers deal with commonalities and individual differences identified by research on language learning and some implications of that research for reading. The fifth and sixth papers explore cognitive style factors in communication and comprehension. The last paper discusses the types of linguistic units attended to in beginning reading. A list of references concludes the book. (Author/RM)

ED 140 615 FL 008 594

Jokovich, Nancy, Comp. Behrens, Sophia, Comp.

A Bibliography of American Doctoral Dissertations in Linguistics: 1968-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 53.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 77

Note—153p.; For related documents, see ED 115 119, ED 125 269, and FL 008 451

Available from—ERIC Clearinghouse on Languages and Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 ($5.25)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Applied Linguistics, *Bibliographies, Contrastive Linguistics, Creoles, Diachronic Linguistics, Dialects, *Doctoral Theses, Grammar, Language, Language Development, Languages, *Linguistics, Literary Analysis, Morphology (Languages), Neurolinguistics, Phonology, Pragmatics, Psycholinguistics, Semantics, Sociolinguistics, Synchronic Linguistics, Syntax, Transformation Generative Grammar

Identifiers—Black English

This bibliography is the final volume of a project begun in 1975, an update of the Center for Applied Linguistics' publication, "A Bibliography of American Doctoral Dissertations in Linguistics: 1900-1964," complied by Phillip R. Rutherford. In this update, an attempt was made to also cover the linguistics-related fields such as anthropology, education, languages and literature, psychology, sociology and speech. Most of the dissertations cited here were completed between 1968 and 1974, but some completed in 1965-1967 have also been included. The 2,271 entries in the volume are given in alphabetical order by the author's name; each entry gives, in addition to title and author, the name of the university and the year of completion. A subject index is also provided, which is, for the most part, language-specific, with a minimum of cross-referencing. For less frequently cited languages, many topics are grouped under such general categories as morphology, phonology, semantics and syntax. (Author/RM)

ED 140 616 FL 008 595

Eddy, Peter A., Comp. McLane, Kathleen, Comp.

ERIC Documents on Foreign Language Teaching and Linguistics: List No. 17. CAL-ERIC/CLL Series on Languages and Linguistics, No. 54.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Note—26p.; For related documents, see ED 132 863 ; Some parts may be marginally legible due to small print of the original document

Journal Cit—Modern Language Journal; v61 n3 p110-129 Mar 1977

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—American Indians, Applied Linguistics, *Bibliographies, Biculturalism, *Bilingual Education, Careers, Child Language, Contrastive Linguistics, Culture, Dialect Studies, *English (Second Language), Error Analysis (Language), French, German, Grammar, Instructional Materials, Language Handicaps, *Language Instruction, Language Teachers, Language Tests, *Linguistics, Phonology, Physiology, Program Evaluation, Psycholinguistics, Psychology, *Second Language Learning, Semantics, Spanish, Teacher Education, Teaching Methods, Translation, Uncommonly Taught Languages

This is the seventeenth in a series of catalogues of documents in the ERIC system that are of interest to teachers and researchers in foreign languages and linguistics. The documents cited in the present list appeared in the monthly ERIC abstract journal "Resources in Education" from January through June, 1976. The list is compiled from all of the RIE citations published during that period, not only those contributed by the Clearinghouse on Languages and Linguistics. The list contains the following headings: (1) General; (2) Linguistics; (3) Foreign Language Education; (4) Physiology and Psychology of Language Learning; (5) Equipment; (6) Bilingual/Bicultural Education; (7) English as a Second Language. Each entry includes author's name, title of the work, source, date (if available), length, and ED number. The list is designed to be used in conjunction with RIE and an ERIC microfiche collection. (Author/RM)

ED 143 200 FL 008 452

Mascianionio, Rudolph

Tangible Benefits of the Study of Latin: A Review of Research. CAL-ERIC/CLL Series on Languages and Linguistics, No. 46.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 77

Note—11p.

Available from—ERIC Clearinghouse on Languages and Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (single copies free); American Council on the Teaching of Foreign Languages, Inc., 2 Park Avenue, New York, New York 10016 (bulk orders, rates upon request)

Journal Cit—Foreign Language Annuals; v10 n4 p375-382 Sep 1977

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Achievement Gains, Classical Languages, Elementary Education, *English, English Instruction, *Fles, *Language Instruction, Language Programs, Language Research, Language Skills, *Latin, Literature Reviews, Program Effectiveness, *Reading Skills, Second Language Learning, *Vocabulary Development, Vocabulary Skills

This article examines the linguistic benefits of Latin in light of recent research which seems to document the relevance of Latin in building English vocabulary and reading skills. Evidence is cited from eight educational projects in which an experimental group of students taking Latin, and a control group not taking Latin, were pretested, posttested, and compared with regard to English verbal skills. In each case, the Latin students showed significant gains over the control group. Other studies supporting these findings are cited, as well as projects presently being conducted. These studies yield important pedagogical implications: (1) educational administrators and curriculum specialists should consider the significance of Latin in improving language skills; (2) the language profession should assume the responsibility of disseminating information about this research; and (3) responsible educators should combat the tendency to ignore research data for budgetary or other reasons. (Author)

HE

ED 109 979 HE 006 830

Shulman, Carol Herrnstadt

Federal Laws: Nondiscrimination and Faculty Employment.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Report No.—RR-4

Pub Date—75

Note—63p.

Available from—Publication Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Court Litigation, *Employment, *Employment Practices, Equal Protection, *Faculty, *Federal Legislation, *Higher Education, Sex Discrimination

Identifiers—*Affirmative Action, Civil Rights Act 1964 Title VII, Education Amendments 1972 Title IX, Equal Pay Act 1963, Executive order 11246, Post Civil War Civil Rights Laws

Federal laws and regulations designed to assure equal employment opportunities have only recently been applied to faculty employment, but they have rapidly become an important issue in higher education. The goal of true equal employment opportunity has been pursued in court cases and legislation for many years, principally in the industrial sector, where efforts have been focused on the employment of blue-collar workers, particularly racial minorities. Federal agencies, courts, and universities are therefore breaking new ground when they translate the experience of the industrial sector to employment practices affecting professional university workers. This document describes federal laws that apply to faculty employment: Title VII of the Civil Rights Act of 1964, as amended; Executive Order 11246, as amended; the post-Civil War civil rights laws; the Equal Pay Act of 1963, as amended; and Title IX of the Education Amendments of 1972. The regulation implementing these laws is examined and the policies and practices that have developed from interpretive case law are explored. This document also reviews the impact that these laws have had on university personnel policies and the implications of the laws for future changes in faculty employment. (Author/KE)

ED 111 319 HE 006 827

Sexton, Robert F. Ungerer, Richard A.

Rationales for Experiential Education. Research Report No. 3.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC/HE-RR-3

Pub Date—75

Note—57p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—College Students, Cooperative Education, *Educational Experiments, Educational Objectives, Educational Strategies, *Field Experience Programs, *Higher Education, Instructional Design, Internship Programs, *Learning Experience, Literature Reviews, Practicums, *Teaching Procedures, Work Experience Programs

The concept of experiential education, defined as learning outside the normal classroom environment that has been planned for prior to the experience, is reviewed. This includes internships, field experience, practicums, and cooperative education. Topics covered deal with the liberal arts, professional training, institutional reform and the community, new goals of education, the transition from school to work, career exploration and issues of employment, work and service. Taken as a whole, the literature of experiential education is concluded to call for a new interpretation of the relationships of the individual to those institutions that affect him, including education, the workplace, and citizenship. It is suggested that to create an environment hospitable to true life-long learning, the relationships between learning and working and serving must be redrawn in such a way that the individual can gain more from all three activities and see that the three activities are not necessarily unrelated. The need is also cited to rethink the methods of teaching general or liberal arts education and to relate this type of learning to the acquisition of specific competencies or skills. (LBH)

ED 114 003 HE 006 828

Patterson, Lewis D.

Evolving Patterns of Cooperation.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—Jun 75

Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Consortia, *Cooperative Planning, *Interinstitutional Cooperation, Junior Colleges, Planning Commissions, *Post Secondary Education, Private Colleges, Regional Planning, State Colleges, State Programs, Statewide Planning, *Trend Analysis

With increased cooperation and coordination, it now is appropriate to review major changes that have led to an unprecedented level of interdependency among institutions. The current growth rate of interinstitutional cooperation is approximately 12 percent per year. This is inseparably linked in many respects to increased levels of statutory coordination and regulation by state agencies and boards and "1202" commissions. Examples of institutions and states leading the way in cooperative planning is the New Hampshire College and University Council, the Northeastern Ohio Universities Colleges of Medicine, the states of Virginia, New York, Pennsylvania, and Illinois. Changes are also occurring in types of institutions participating. Five years ago over 75 percent of the members came from private institutions, while less than 4 percent came from junior colleges. Today more than 40 percent came from public institutions and 13 percent from junior colleges, as the membership of private institutions still increases. The cooperative movement is also becoming increasingly international and new emphasis is being developed in the areas of continuing education, military programs, and colleges of art. Title III has made a positive contribution to consortia, but it does not encourage continuing voluntary cooperative relationships. Despite this fact and the little research done on consortia, the growth of voluntary cooperation has been phenomenal. (Author/KE)

ED 114 004 HE 006 829

Trivett, David A.

The Vital Small College: Strategies and Missions.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—Sep 75

Note—5p.; Not available in hard copy due to marginal reproducibility of original document

Available from—Publications Dept., American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)

Journal Cit—ERIC Higher Education Research Currents

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Educational Finance, Educational Planning, Educational Policy, Financial Needs, *Financial Problems, *General Education, *Higher Education, Institutional Administration, *Liberal Arts, *Private Colleges, State Aid, Tuition

Strategies and problems facing the small private liberal arts colleges as a group are described. Many of these schools have weathered the financial emergencies of recent years by cutting expenditures to the point where the quality of education is threatened. New measures have been called for to reduce the tuition gap between private and public institutions and to use public resources to assist threatened private colleges. There are, however, a limited number of instances where the small liberal arts college has remained financially and academically healthy. This condition is usually accompanied by a self-analysis program identifying a distinctive purpose for the college to serve. Information on the state of the college's operations and potential new markets is obtained with the cooperation of faculty and staff. Firm plans and decisions can then be made about the future directions the college will take. (Author/LBH)

ED 114 025 HE 006 959

Mayville, William V.

The Trouble With Grading Is... ERIC Higher Education Research Currents.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 75

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40, orders under $15.00 must be prepaid)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Standards, Achievement Rating, Curriculum Development, *Evaluation Criteria, *Grading, *Higher Education, Learning Motivation, Pass Fail Grading, *Predictive Measurement, Student Development, *Student Evaluation, Undergraduate Students

That present grading practices are inadequate to their intended tasks, grading purposes as well as practices require examinations, and the social and educational effects of grading have been too long neglected are the basic axioms of educational reporters and academic professionals. This paper focuses on the problem of grade inflation, its causes and results. Included is a brief historical sketch of the evolution of grading systems in this country along with a discussion of current grading options, ways of measuring student achievement and the uses to which grades are put by the university and society. Whether the reinstatement of conventional (A-F) grading and the insistence on rigorous enforcement of standards by institution are possible or desirable are questioned. It is suggested that the growing belief that learning is independent of evaluation has profound consequences and could be the idea around which future grading systems will revolve. (Author)

ED 114 026 **HE 006 960**
Trivett, David A.
Jobs and College Graduates. ERIC Higher Education Research Currents.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 75
Note—5p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40, orders under $15.00 must be prepaid)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Awareness, *Career Planning, *College Graduates, *Employment Trends, *Higher Education, Job Market, Labor Economics, Manpower Development, *Manpower Needs, Manpower Utilization, Statistical Analysis

What is the current employment status of recent college graduates? Are the jobs graduates find satisfactory to them? Why are graduates having difficulty finding jobs? What can students and colleges do to prepare for future employment? Information about the job activity of college graduates is derived from samplings of recruiting activities of companies and organizations, from reports of individual college placement offices, and from Census and Labor surveys. The significant findings and meaning of these figures are relative. There is unemployment among college graduates and there are college graduates in jobs unrelated to their field of interest because they could get no other employment. While explanations for the declining vigor of the market for college graduates range from fairly simple to complex, research indicates that the most critical element in the employment situation for college graduates in the coming years appears to be the necessity for the absorption of some college educated persons into jobs which have not been traditionally filled by persons with a college education, and that the adaptive skills of liberal arts education, not the specific skills of vocational education, is needed for this type of job market. If colleges and universities are to help students in the career development process, they must expose students to the variables involved in career choice early in their college careers, and function as a link between students and a changing world of work. (Author/KE)

ED 114 027 **HE 006 961**
Kellams, Samuel E.
Emerging Sources of Student Influence. ERIC Higher Education Research Report No. 5, 1975.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—RR-5
Pub Date—75
Note—63p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00, Orders under $15.00 must be prepaid)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Collective Bargaining, Colleges, College Students, Costs, Court Cases, Decision Making, Governance, *Higher Education, *Political Influences, *Political Power, Student Participation, *Student Rights, *Students, Universities

While students have become more sophisticated in their modes of political influence, their interests since 1970 have become delimited to concerns that affect their lives the most–the cost of their education. They also remain concerned about issues of freedom and participation in campus decision making. While these newly emerging sources of influence are potentially quite effective, students have met with a number of barriers, both on and off the college campus. The sources of influence seem to have taken two routes: students organizing separately or students participating in already existing structures and processes. The evolution of sources of influence seems to be toward more student extra-institutional political activity where students may have an advantage at this time. Student extra-institutional political activity has been used directly to gain specific ends (like more financial aid appropriations) but, perhaps more importantly, indirectly to gain influence through permanent and legitimate participation in the ongoing institutional decision-making processes. (Author/KE)

ED 114 028 **HE 006 962**
Gordon, Edmund W.
Opportunity Programs for the Disadvantaged in Higher Education. ERIC/Higher Education Research Report No. 6, 1975.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—RR-6
Pub Date—75
Note—35p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administration, College Students, *Compensatory Education Programs, Curriculum Development, *Educationally Disadvantaged, Educational Needs, *Equal Education, Federal Programs, *Higher Education, Institutional Role, Program Evaluation, Remedial Programs, State Programs, *Student Needs, Student Personnel Services

Numerous federal, state, and institutional projects have been undertaken in the areas of current educational opportunity programs for the disadvantaged, but there is still a need to bring about significant changes in the areas of administration, curriculum, program evaluation, and financial assistance. The state of compensatory education at the college level and the equivocal status of evaluation efforts is confused, but some conclusions can still be drawn. Where programs have been implemented with full systems of student support services, special opportunity students showed equal or higher grade-point averages than regular students of comparable ability, equal or higher retention rates, and increased self-esteem and motivation. Where special opportunity students are selected on the basis of previously demonstrated talent, college completion rates exceed those of the traditional college population. Some student support services that show promise include: full systems of student support services, services that provide protection from an impersonal atmosphere, remedial courses based on specific needs, programs which give attention to the sociopolitical life of the students, behavior modification, course content that complements the nationalistic concerns of students, developmental programs in test taking and study habits, and programs that prepare adolescents in the transition from high school to college. (Author/KE)

ED 118 022 **HE 007 053**
Harvey, James
The Higher Education Community and Federal Legislation.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date—Dec 75
Note—5p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Federal Aid, *Federal Legislation, Federal Programs, *Higher Education, *National Organizations, Policy Formation, *Professional Associations

It may be a mistake to speak of the "higher education community" as a synonym for the Washington-based higher education organizations associated with advocating public policy for American higher education. These organizations represent different views and constituencies including students, states, and institutions such as liberal arts colleges, community colleges, state four-year colleges, and public and private universities. So different are the interests the associations attempt to represent that they are frequently unable to agree among themselves on any but the broadest propositions. On specific questions the associations will frequently part company. Hence, they are likely to differ on the question of whether or not students at state institutions should be expected to bear a greater share of the costs of their education, or the specific percentage of costs federal grants should be allowed to cover. (Author/KE)

ED 118 023 **HE 007 054**
Trivett, David A.
Competency Programs in Higher Education. ERIC/Higher Education Research Report No. 7.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date—75
Note—76p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Educational Benefits, *Educational Objectives, *Higher Education, Historical Reviews, Models, *Performance Based Education, Post Secondary Education, *Program Development, Program Evaluation, Student Role, Teacher Role

This monograph looks into the origins of competency programs in higher education and explores various ideas about educational outcomes as a basis for defining what competency is and is not. These educational outcome ideas relate to behavioral objectives, mastery learning, and testing for specific competencies rather than for an intelligence test type of learning. Eight competency programs at institutions of higher education are surveyed with emphasis on how they began and the unique set of competencies they developed. Since these outcomes are not only informational in nature but often include value outcomes as well, the institutional goals must be clearly defined before competency outcomes for students can be specified. (Author)

ED 118 051 **HE 007 619**
Leslie, David W.
Conflict and Collective Bargaining. ERIC/Higher Education Research Report No. 9, 1975.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Note—79p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Collective Bargaining, *Conflict Resolution, Contracts, *Employer Employee Relationship, *Grievance Procedures, *Higher Education

This study compares the manner in which employment relations problems are resolved at institutions with collective bargaining contracts and those without such contracts. It also describes how collectively bargained agreements in general have resulted in the development of more formal conflict-resolution mechanisms in all sectors of higher education. An analysis and descriptive summary of grievance procedures at contract and noncontract institutions is provided. It is concluded that the reliance on formal authority is greater and grievance procedures more frequent in collective bargaining situations than in nonbargaining situations; however the trend is for the broader rules of public labor relations to move through all sectors of the higher education community. The need is underscored for continuing study of different approaches to managing employment relations conflicts. Both contracting and noncontracting institutions are urged to keep thorough records of all bargaining efforts so that longitudinal studies can be performed to provide a basis for a completely systematic analysis that is not possible at the present time. (Author)

ED 118 052 **HE 007 620**
Fife, Jonathan D.
Applying the Goals of Student Financial Aid. ERIC/Higher Education Research Report No. 10, 1975.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Note—76p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*College Choice, Educational Opportunities, *Equal Education, *Financial Needs, *Financial Support, *Higher Education, *Student Financial Aid

In the mid 1970's the goals of student financial aid revolve around the idea of removing financial barriers to access and reasonable choice. Students should be able to choose an institution based on rational decision making rather than monetary considerations. To this end the Federal Government, the states, and other sources of student financial aid have developed a whole array of programs designed to move us toward the goal of equal educational opportunity. Yet the formulas differ for distributing the funds under these programs, and all too often the funds appropriated fall far short of the program purposes. For a more equitable system to be developed: (1) a student and his family must be assured early in the student's formal education that financial aid will be available: (2) announcement of the amount of aid should be made before the student to select an institution so that this decision is not dictated by purely financial considerations; (3) to achieve equal educational opportunity, the determination of student need must be based on one method of need analysis used by all who grant student aid; and (4) sufficient funds should be provided to meet the financial need thus determined. (Author)

ED 118 053 HE 007 621
Shulman, Carol Herrnstadt
Student Consumerism: Caveat Emptor Reexamined.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 76
Note—5p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Consumer Economics, *Consumer Protection, *Federal Programs, *Government Role, *Higher Education, Post Secondary Education, Proprietary Schools, State Programs

Participation of postsecondary institutions in student consumerism occurs largely because of the broader problem of external pressures on all postsecondary institutions requiring institutional responses. A major source of pressure comes from government regulations for federal student-based aid programs, especially loan programs. These regulations not only determine how the loan programs are administered but also shape internal administrative procedures affecting student-institutional relationships. Pressure also comes from students who seek to influence campus politics and programs and from student-initiated law suits that charge institutions with failing to meet their educational commitments. New institutional and organizational initiatives that attempt to provide more complete information for students may heighten consumer awareness throughout postsecondary education, creating a more favorable climate in which students can make sound decisions about their education. This activity is implemented by federal efforts on behalf of consumers that result from the government's concern in the awarding of guaranteed loans and in fulfilling their legislative mandates. (Author/KE)

ED 122 684 HE 007 702
Trivett, David A.
Open Admissions and the CUNY Experience.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date—Mar 76
Note—5p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, *Admission Criteria, Educational Needs, *Equal Education, *Higher Education, Literature Reviews, *Minority Groups, Models, *Open Enrollment, Student Characteristics
Identifiers—*City University of New York

An approach to open admissions has been tested for the past five years at the City University of New York (CUNY). The open admissions policy was adopted in July 1969 by the Board of Higher Education, acting under intense political pressure after a spring of unrest and confrontation. After five years at CUNY, the ideal and practice of open admissions–defined as the acceptance of high school graduates into college regardless of their high school record and the provision of remedial measures to bring them to college performance level–still promotes intense debate. Its achievement is difficult to assess without agreement on the objectives open admissions is to serve. Access to lower income students and racial and ethnic minorities has been increased, yet considerable doubt remains as to whether students admitted are surviving. (Author/KE)

ED 124 065 HE 007 927
Jenny, Hans H.
Higher Education and the Economy.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.
Report No.—ERIC-HE-RR-2
Pub Date—76
Note—64p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Accountability, *Costs, *Economic Factors, *Economics, *Educational Finance, Federal Aid, Federal Legislation, Financial Support, *Higher Education, Private Colleges, Public Schools, State Aid, Tuition
Identifiers—*Inflation

The impact of recent national economic trends on both public and private institutions is discussed. Tuition and student charges have continued to increase to help meet escalating institutional expenditures, much of which is due to national inflation. It is contended that there is much evidence of an abating of these economic conditions, as well as encouraging signs that higher education has passed through the financial crisis of the early 1970's. However, there still is a "confidence" crisis afflicting higher education, which may not diminish until institutions spell out more clearly to their various funding public how the student is being served. A set of comprehensive indicators of institutional health, to be developed nationwide with federal and state cooperation, is advocated that should receive the highest legislative priority. (LBH)

ED 124 066 HE 007 928
Conrad, Clifton   Cosand, Joseph
The Implications of Federal Education Policy.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.
Report No.—GWU-ECHE-RR-1
Pub Date—76
Note—73p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Disadvantaged Youth, Educational Finance, Enrollment Trends, Equal Education, *Equalization Aid, *Federal Aid, *Federal Government, Federal Legislation, *Financial Support, *Higher Education, Middle Class College Students, Student Loan Programs

The significant role of the federal government in the support of higher education is noted in a survey of the development and changing patterns of federal support, and a critical review of the directions of current federal policy is offered. Implications are drawn about the effects of this policy on such national concerns as providing equal educational opportunity and maintaining the quality of the nation's postsecondary education system. An important distinction is made between the identification of federal policy through the legislative process of establishing programs (authorization) and the implementation of federal policy through the legislative process of funding programs (appropriation). Consideration is given to such critical issues as completing priorities for federal and state funds, different enrollment trends, emphasis on student aid almost to the exclusion of institutional aid, and the problem of maintaining low-cost public higher education while also preserving a viable private education sector. The student aid funding levels for disadvantaged students are found to be insufficient, and increasing costs and rigorous financial needs tests are reducing the college attendance rates of middle income students. New directions for identifying and implementing federal policy to serve national purposes are given. (LBH)

ED 125 501 HE 008 095
Fife, Jonathan D.
The Independent Student and Student Aid Programs.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date—Jun 76
Note—5p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Court Cases, *Emancipated Students, Evaluation Criteria, Family Income, *Financial Needs, *Financial Support, *Higher Education, *Student Financial Aid

The lowering of the age of majority has raised doubts concerning the legality of regulations that restrict students over 18 from declaring themselves financially independent of their parents. This paper briefly examines the argument concerning the assumption that parents are responsible for financing the education of their children. With these arguments in mind, the current regulations used by various aid programs regarding independent or emancipated students are reviewed along with court decisions that have legal implications for these regulations. After looking at current trends in the number of students declaring financial independence, some speculation is made concerning the future of student aid programs. (Author)

ED 127 841 HE 007 926
Shulman, Carol Herrnstadt
Recent Trends in Student Retention.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.
Pub Date—May 76
Note—5p.
Available from—Publications Department, American Assoication for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
Journal Cit—ERIC Higher Education Research Currents; p1-4 May 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Bibliographies, *College Attendance, Counseling Programs, Dropout Prevention, *Dropout Research, *Dropouts, Educational Supply, *Enrollment Trends, *Higher Education, Persistence, *Potential Dropouts, *School Holding Power

For the future, college and university administrators face the problem of maintaining a satisfactory enrollment level. They recognize that reducing attrition may be a useful approach to their enrollment problems, but remedies for attrition are not readily developed. There is a consensus that campus administrators can use the available research to analyze their own attrition problems and develop strategies for alleviating them. These strategies can be successfully developed to retain those students who can, with counseling, benefit from a college program. College counselors should also advise students to dropout or transfer to other institutions when these alternatives may best serve their academic and personal needs. This counseling recognizes that dropping out is losing its negative connotation in many cases. (Author/LBH)

ED 127 853 HE 008 094
Clark, Burton R.   Youn, Ted I. K.
Academic Power in the United States: Comparative Historic and Structural Perspectives. Research Report No. 3.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.
Pub Date—76
Note—61p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Administrative Organization, *Comparative Education, *Higher Education, *Organizational Development, *Power Structure
Identifiers—*Great Britain, *United States

The nature and structure of academic power in American higher education is described and compared with the British and Continental modes of academic organization. Structured power is described as providing influence to certain groups, systematically backing certain values and viewpoints at the same time subordinating others, and determining whether activities will be influenced by monopolistic or pluralistic forms of participation. The analysis concluded that the general structure of higher education in the United States is appropriate for the wide range of training opportunities needed to extend higher education to all that can benefit from it. (Author/JMF)

ED 129 196 HE 008 286

Millard, Richard M.

State Boards of Higher Education. ERIC/Higher Education Research Report No. 4.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—76

Note—77p.; Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.-00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Centralization, Decision Making, *Educational Planning, Educational Policy, Educational Quality, *Governing Boards, *Higher Education, Policy Formation, *Post Secondary Education, *State Action, *State Boards of Education, *Statewide Planning

Several dilemmas have arisen as a consequence of the centralization of state decision-making, including areas of tension between state boards and institutions and between executive and legislative branches of government. It is suggested that these boards are ultimately in the best interest of the higher education community. In a period of retrenchment, in which accountability, effective use of limited resources, and concern with evaluation are paramount, state boards, acting in consort with all sectors of postsecondary education and the public offer the best promise for insuring institutional survival and maintaining the quality of education. This report reviews the historical development of the boards, as well as their functions, powers, and structures. Tables are included on: state coordinating and governing boards; options chosen by states and eligible territories in establishing Section 1202 state commissions; and major issues of concern to state higher education agencies. (LBH)

ED 129 197 HE 008 287

Shulman, Carol Herrnstadt

Enrollment Trends in Higher Education. ERIC/Higher Education Research Report No. 6.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—76

Note—53p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Age, Educational Alternatives, *Educational Demand, *Educational Planning, *Educational Responsibility, *Educational Supply, Enrollment Rate, *Enrollment Trends, *Higher Education, Student Characteristics

The rate of growth in higher education enrollment has slowed in the 1970's, largely because the percentage of the population aged 18 to 22 is receding from the unprecedented high levels of the 1960's. Other reasons revolve around the changing social and economic aspirations of students and how they are served or not served by the program offerings of the higher educational system. Current conditions are described in terms of age composition, population mix, patterns of participation, and changing student interests. Future developments in enrollment patterns must consider economic conditions, a broader role for higher education, differential impact, and changes in the student population. It is concluded that (1) there is general agreement that colleges and universities can no longer rely upon college attendance among 18-22-year-olds to achieve long-range growth, and (2) there is sufficient diversity in higher education to adjust to the needs of a society committed to providing all of its citizens with an opportunity to do their best. (LBH)

ED 130 552 HE 008 285

Benezet, Louis T.

Private Higher Education and Public Funding. ERIC/Higher Education Research Report No. 5.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—76

Note—70p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Educational Demand, *Educational Economics, *Educational Supply, Federal Aid, *Financial Problems, Financial Support, *Government Role, *Higher Education, Needs Assessment, *Private Colleges, Public Education, *Public Policy, State Aid, State Colleges, State Universities

The serious financial troubles facing both private and public colleges suggest that additional public resources will be required to preserve and strengthen the dual system of American higher education. It is generally acknowledged that the achievement of the national goals of access and reasonable choice for all who use and can benefit from postsecondary education will require the full utilization of the resources in both the public and private sectors. The need for a better understanding of the benefits derived from maintaining a dual system of college support and control is suggested. Several arguments for maintaining the private sector are delineated and evaluated, and questions are posed that must be answered if the private sector is to remain an integral and surviving part of American higher education. (LBH)

ED 130 553 HE 008 288

Trivett, David A.

Articulation in Postsecondary Education.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—Sep 76

Note—5p.; ERIC/Higher Education Research Currents

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Articulation (Program), College Role, Community Colleges, Educational Improvement, *Educational Mobility, Educational Responsibility, *Higher Education, Program Administration, *Program Coordination, *Student Mobility, Transfer of Training, *Transfer Policy

Articulation is defined as the processes that promote continuous, efficient, forward progress of students through the educational system. Several trends are now apparent that emphasize the need to improve articulation throughout postsecondary education. Matriculating students are more heterogeneous and their variations in preparation must be accommodated. Issues related to improving school-college articulation are discussed along with those regarding articulation within postsecondary education. Improvement is shown to depend on such concerns as transfers between institutions, the role and responsibilities of community colleges, and assignment of responsibility for improved articulation within an institution. Poor communication is concluded to be a universal element in articulation difficulties, although the underlying cause for many articulation problems stems from the absence of a central concept "X" for equating a vocational course, a pure, academic course, and the knowledge of a subject acquired by independent thinking and work. A method is needed for creating equivalencies in the transfer process that fairly assesses learning, regardless of its source. (LBH)

ED 130 554 HE 008 289

Toombs, William

Career Education and Undergraduate Study.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—Nov 76

Note—7p.; ERIC/Higher Education Research Currents

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, College Role, College Students, Educational Objectives, Employment Potential, *Higher Education, *Public Policy, *Undergraduate Study, *Vocational Development, Vocational Education

The federal policy decision to emphasize career education presented the issues of the labor market to the postsecondary community in vivid form. The ideas and practices developed under the banner of K-12 have had only limited utility in colleges and universities. There is an active process of experimentation and invention underway, but on terms that can be more easily reconciled with postsecondary traditions. The current state is one of communication, reporting, and limited analysis. An extensive bibliography is included. (Author/LBH)

ED 132 891 HE 008 392

Smith, Albert B.

Faculty Development and Evaluation in Higher Education. ERIC/Higher Education Research Report No. 8, 1976.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—76

Note—85p.

Available from—Publications Departments, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*College Faculty, Educational Development, *Evaluation, Faculty, Faculty Evaluation, *Higher Education, Job Development, Peer Evaluation, *Professional Continuing Education, *Program Descriptions, Programs, Self Evaluation, Skill Development, Student Evaluation of Teacher Performance, Teacher Improvement

Identifiers—*Growth Contracting

The position taken in this paper is that the distinction usually made between faculty evaluation and faculty development is not altogether valid. In most cases, these two programs share the goal of the improvement of college teaching, as well as sharing many programming elements, policies, and procedures. This research focuses on the extent to which currently proposed models of faculty development and evaluation have been implemented in higher education. It also reviews some of the current research on student, colleague, administrator, and self-evaluation of college teachers. Four faculty development and three faculty evaluation programs illustrate the dynamic nature of current programs, and one program attempts to combine the two concepts into "growth contracting." (Author/MSE)

ED 132 909 HE 008 463

Bragg, Ann Kieffer

The Socialization Process in Higher Education. ERIC/Higher Education Research Report No. 7.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—76

Note—54p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—College Environment, *College Role, Graduate Students, *Higher Education, Interpersonal Competence, Objectives, Peer Relationship, *Personal Growth, Professional Education, Social Influences, *Socialization, *Student College Relationship, *Student Development, Student Subcultures, Student Teacher Relationship, Undergraduate Students

Identifiers—*Noneconomic Benefits of Higher Education

Ways in which institutional characteristics and student characteristics interact to produce distinctive learning environments and encourage a sense of identity in students are considered. Professional identity is defined as the process of acquiring the values, attitudes, and skills of the single chosen profession. The process takes place on both the graduate and undergraduate level. Outcomes include a high degree of goal consensus among institutional participants, the translation of this consensus into program goals and policies, the provision of one-to-one and small group interaction between faculty and students, and the provision of opportunities for the development of student subcultures. Also considered is the importance of the educational setting, faculty members as socializing agents, and the student peer group. One of the conclusions is that undergraduate education should be restructured to provide more opportunities for the socialization process to take hold. (Author/LBH)

ED 132 910 **HE 008 464**

Shulman, Carol Herrnstadt

Keeping Up with Title IX. ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—Jan 77

Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Affirmative Action, Civil Rights, Educational Administration, Educational Policy, Federal Aid, *Federal Legislation, Federal Programs, *Government Role, *Higher Education, Laws, *Sex Discrimination

Identifiers—*Education Amendments 1972 Title IX

Regulations implementing Title IX of the Education Amendments of 1972 were published in 1975 amid considerable speculation over their impact on college student affairs. More than one year later, there does not appear to be substantial understanding in the higher education community of what Title IX has meant for students and for administrators. Title IX regulations may already have had some impact on the treatment of women college students. At a minimum, it has compelled college officials to take a close and critical look at the effect of their policies and practices on students' college careers and on their postgraduate plans. At the same time, there may be other aspects of campus life where disparate treatment of men and women students continues to occur. One major issue remains unexamined: the policies and procedures the Office of Civil Rights will use to monitor and enforce Title IX. Until an implementation plan is made known, compliance will depend on the good faith actions of college and university administrators; consequently, the full impact of Title IX cannot be known. (Author/MSE)

ED 132 919 **HE 008 473**

Trivett, David A.

Accreditation and Institutional Eligibility. ERIC/Higher Education Research Report No. 9.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—76

Note—105p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Accreditation (Institutions), Certification, Constitutional Law, Educational Finance, *Educational Legislation, *Federal Aid, *Financial Support, Government Role, Grants, *Higher Education, Public Opinion, State Standards

Identifiers—*Eligibility, *Federal School Relationship

The federal government has no constitutional mandate relating to education, and must deal with established institutions and private accrediting agencies. Federal-aid-to-education legislation implies that in order to be eligible for benefits, institutions must be accredited by nationally recognized, nongovernmental accrediting organizations, which must be recognized by the Office of Education. This has the effect of making accreditation the equivalent of eligibility. The problem of eligibility determination is explored, along with the role of the federal government, private accrediting agencies, and the states. Proposed solutions to the problem of eligibility determination are reviewed, and it is concluded that no responsible change will come about unless public pressure requires it. (Author/LBH)

ED 135 269 **HE 008 585**

Tice, Terrence N.

Student Rights, Decisionmaking, and the Law. Report No. 10

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.

Pub Date—76

Note—107p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Activism, *Bibliographies, Constitutional Law, *Court Litigation, *Decision Making, Ethical Values, *Higher Education, Legal Problems, *Literature Reviews, *Moral Values, School Law, *Student Rights, Student School Relationship

The issue of student rights and the law is presented in this essay and bibliography. Included are discussion of student activism and the courts, law and morality, the new era of student activism, legal, institutional, and moral rights, and institutional administration and the law. Also considered are constitutional questions raised by student right's claims that take into account the unique nature of the bond between students and the academy and the courts' rulings in this regard. A participatory approach to campus decisionmaking is recommended, with both formal and informal mechanisms available that are built on specific rather than vague or overly generalized criteria. The bibliography contains 327 items along with subject, author, and case indexes and, thus, provides a review of the literature from the early 1960s through 1976. (Author/JMF)

ED 135 322 **HE 008 693**

Trivett, David A.

Continuing Education for the Professions. ERIC/Higher Education Research Currents.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.

Pub Date—Feb 77

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Bibliographies, Certification, *Continuing Education Units, Employment Qualifications, Engineering Education, Engineers, Health Occupations, Literature Reviews, Medical Education, Needs Assessment, Personal Interests, *Professional Continuing Education, *Professional Education, *Professional Occupations, *Professional Personnel, *Professional Training, Psychologists, Technological Advancement

Continuing education for professionals (CEP) may be defined as the formal or informal training an individual professional undertakes after the end of his basic professional education. Despite the implicit relationship between professionalism and CEP, continuing education has long been a tangential concern in the study of professional education. As it is, CEP is a complex phenomenon with different forms of organization, varying methods of delivering instruction, and numerous methods for acquiring financial support. Many professions have shown an interest in improving CEP, and there is some awareness that the original professional education will have to be planned with continuing education in mind. New recognition of the need for CEP to serve several purposes (changing licensure regulations, technological advances, and changing personal goals as well as professionalism) is apparent in such fields as psychology and engineering, and its importance is recognized in medicine as well. Programs underway suggest that future CEP efforts will focus on techniques by which individuals can assess needs and prescribe learning activities by evaluation of their own practice. Also in the wings is more debate over the question of legally mandated CEP. (An extensive bibliography is included.) (Author/MSE)

ED 135 323 **HE 008 694**

Bender, Louis W.

Federal Regulation and Higher Education. ERIC/Higher Education Research Report Number 1.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.

Pub Date—Mar 77

Note—88p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrative Problems, Costs, Educational Accountability, *Educational Administration, *Federal Government, *Federal Legislation, Financial Support, Governance, *Government Role, *Higher Education, Literature Reviews, Program Administration

Identifiers—Autonomy, Buckley Amendment, *Federal Regulation

Federal funds are an essential component to the fiscal vitality of higher education; however, in recent years the award of these funds has been contingent on complying with federal regulations. This monograph explores the nature of regulatory practices to determine if federal regulations have altered governance patterns or infringed on institutional autonomy. First, the evolution of federal influence on higher education since 1936 is reviewed, with a detailed discussion of regulations in effect since 1970 (including affirmative action, student financial aid, institutional aid programs, the Buckley Amendment, and categorical aid). There is discussion of how regulations are written, federal accountability versus institutional autonomy, recommendations for reform, costs to institutions, resultant program changes, and the implication of federal regulations for higher education administration in the future. An extensive bibliography is included. (Editor/MSE)

ED 136 706 **HE 008 765**

Weathersby, George B. Jacobs, Frederic

Institutional Goals and Student Costs. ERIC/Higher Education Research Report No. 2.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—77

Note—57p.; Some pages may be marginally legible due to small print of original

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrative Policy, College Administration, Educational Economics, *Educational Objectives, Federal Aid, *Higher Education, Institutional Administration, *Institutional Role, Role Conflict, State Aid, *Student Costs, *Student Needs

This monograph considers the relationship of institutional goals to student costs. The authors believe that student goals and institutional goals differ, and that as students perceive the extent of the differences, they will expect institutions to more closely relate their activities to the objectives of students. This goal adjustment has been prompted by a harsh economic climate and changing federal attitudes about the form of delivery systems to support higher education. Students are primary recipients of state and federal aid and have the choice of where to spend that aid. They are also becoming more selective about institutional program offerings. This would suggest a future of substantively different institutional accommodations than higher education has known in the past. However, the authors hypothesize that current incentives and decisionmaking structures of colleges tend to reflect a faculty and administrative concensus exclusive of student goals, which will probably widen the gap between institutional goals and student aspirations. This, in turn, will only lessen the student's willingness to pay the costs of meeting those institutional goals unless accommodations are made. (Editor)

ED 136 707 HE 008 766
Fisher, Charles F.
The Evaluation and Development of College and University Administrators. ERIC/Higher Education Research Currents.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date—Mar 77
Note—5p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Personnel, Administrator Characteristics, *Administrator Evaluation, Bibliographies, College Administration, Committees, *Evaluation Methods, *Evaluation Needs, *Higher Education, Institutional Administration, Literature Reviews, Rating Scales

Historically, the college administration was the president alone, and the essential, if not only, qualification for the position was that he be a scholar. To meet the multifarious demands of running today's institution of higher learning, the president has been joined by an administrative team, each member specializing in a particular aspect of administrative operation. The emergence of a considerable amount of literature dealing directly or indirectly with the evaluation of college and university administrators suggests a growing concern for the assessment of administrative performance. There would also appear to be concensus on the desirability of professional development for administrators, to the extent that it is financially feasible. The traditional approach to evaluation has been the use of instruments for rating the various desirable characteristics or activities. Another approach is that of the evaluation committee. The evaluation process should be continuous and ongoing. No one method or model of evaluation is necessarily the correct approach, since each must be fashioned to meet the needs of the particular institution and its setting. But while the practice is still quite limited, the idea is alive, and the approaches are beginning to become more sophisticated. A bibliography is included. Faculty development will be considered in an upcoming issue of "Research Currents." (Author/MSE)

ED 139 363 HE 009 003
Fisher, Charles F.
The Evaluation and Development of College and University Administrators, Part Two: Professional Development of Administrators. ERIC/Higher Education Research Currents.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date—Jun 77
Note—5p.; For related document, see HE 008 766
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Personnel, *Administrator Education, *Administrator Qualifications, College Administration, Educational Coordination, Educational Needs, Educational Programs, *Higher Education, Literature Reviews, National Organizations, National Programs, Professional Associations, *Professional Training, Regional Programs, University Administration
Identifiers—*Professional Development

In a previous issue, recent thinking and activity on evaluation of administrators were explored. Realization of the need to improve the preparation of higher education administrators goes back several decades. Even today many individuals come to those positions with limited training and perhaps no administrative experience. While first-hand experience may be the best way to learn administration in the long run, trial-and-error learning alone can be expensive and inefficient both for the employee and for the institution. Professional development programs have evolved noticeably in the last decade, and a number of regional and national higher education associations and institutions have sponsored major efforts. However, these programs do not meet all the needs of postsecondary education. Often neglected in administrator training are the department chairmen, who remain the essential link between faculty and administration in most institutions. What might be very useful is some major national service that would help clarify, coordinate, consolidate, improve, and expand on (but not control) the present varied professional development alternatives. (Author/MSE)

ED 142 125 HE 009 113
Leslie, Larry L.
Higher Education Opportunity: A Decade of Progress. Research Report No. 3.
American Association for Higher Education, Washington, D.C.
Spons Agency—George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date—77
Note—84p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Attendance, College Choice, Educational Demand, Educational Finance, Educational Opportunities, *Enrollment Trends, *Family Income, *Higher Education, Low Income, *Minority Groups, *Statistical Analysis, *Student Financial Aid, Students

This report surveys the degree of progress made in the last 10 years toward achieving the goals of student aid programs: promoting equal access and equal institutional choice, and advancing equal retention and completion. Note is made of the impact of extending equal educational opportunity. General enrollment and student aid trends are reviewed, with the cost of attendance and its impact on students' decision to attend or not attend being considered at length. There is also an examination of the effect of student aid on enrollments by looking at the influence it has on the college attendance decisions of aid recipients. The low income group is increasing its share of private enrollments; the higher income group is increasing its share of university enrollments; the middle income group representation at both private and public institutions is decreasing. Although major progress has been made in providing access, the poor, minorities, and women are still not doing well when retention and completion are considered, and blacks, in particular, continue to be somewhat underenrolled. The most severe effects of rising costs have been experienced by middle income youth, who qualify for little or no student aid; needs analysis procedures and funding levels should be revised to provide limited benefits to students from middle income families. (JMF)

ED 144 439 HE 009 222
Lawrence, G. Ben, Ed. Service, Allan L., Ed.
Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge. ERIC/Higher Education Research Report No. 4., 1977.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.
Pub Date—77
Note—102p.; Marginal legibility due to small print
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.50; $2.50 for members)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Administrative Principles, Administrative Problems, Cost Effectiveness, *Educational Accountability, *Educational Administration, Educational Quality, *Higher Education, *Management, Measurement Techniques, Research Needs, Resource Allocations

When resources are plentiful most enterprises flourish, including higher education, and the need for making difficult management decisions is not so pressing. In the late 1960's and early 1970's competing priorities for available resources, demographic forecasts of sharply declining enrollments among traditional college age populations, and public debate about the benefits of higher education have brought about an increased awareness that higher education institutions require effective management. Skepticism about employing quantitative management techniques to measure the essentially qualitative process of higher education has resulted in increased external pressures for better accountability methods. This has prompted higher educational institutions to try a variety of quantitative management approaches that draw on fields such as economics, mathematics, statistics, engineering, information science, and psychometrics. The higher education manager must continually seek to blend the universe of human values, preferences, aspirations, and interpersonal dynamics with the universe of things, facts, dollars, resources, and constraints. The educational research community must provide conceptual leadership in the development of appropriate measurement techniques or the void will be filled by those who have less understanding and support for education's intrinsic goals. (Editor)

ED 144 511 HE 009 302
Richardson, Richard C. And Others
The Need for Institutional Planning. ERIC/Higher Education Research Currents.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date—Sep 77
Note—5p.; Best copy available
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*College Administration, Computer Programs, Cost Effectiveness, Flow Charts, *Higher Education, Literature Reviews, Models, Operations Research, *Planning, Statistical Analysis, *University Administration

Emphasis on broad-based institutional planning is largely a phenomenon of the seventies. One reason is that the value placed on it varied inversely with the availability of resources. Yet the state of the art of planning for change is not far advanced. There is evidence that those institutions doing this kind of planning tend to be private, smaller, and newer. Current trends place more emphasis on the process as a means to secure commitment to specific changes and a way to foster a political environment that encourages and supports continuing adaptation. Failure to develop institutional procedures invites the imposition of state-conceived models and requirements. There is substantial agreement about the essential characteristics of the planning process, although the agreement does not extend to implementation strategies, and a variety of strategies have emerged. All assume the availability of basic information, and numerous quantitative analytic tools have been developed. Some are computer models that are comprehensive of the institution's broad scope, and some address only a part of the institution's operation. The planning models vary in sophistication and in degree of use by colleges and universities. (Author/MSE)

ED 145 761 HE 009 342
Olson, Paul A.
Concepts of Career and General Education. ERIC/Higher Education Research Report No. 8.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Pub Date—77
Note—50p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Career Education, *Educational Benefits, *Educational Quality, *General Education, *Higher Education, Job Satisfaction, *Liberal Arts, Social Change, Technical Education, *Vocational Education

General education may be described as: (1) encyclopedic education; (2) education in seminal authors; (3) education in primary investigative paradigms or logics; and (4) an advising tool designed to assure fairly even distribution of students among the early college courses. Obviously it is not a concept having a single very generally understood definition. Career education, on the other hand, is supposed to give a person the tools to find what he wants to do over long stretches of time, not only as a job-holder but also as hobbyist, citizen, house man or woman–the tools to make a life's work meaningful. The notion of what constitutes each of these types of education changes radically from period to period as cultures develop new information and societal needs. Three issues to be addressed are: (1) Under what educational circumstances is it possible to give people a chance to construct a conception of career or life's work while giving them a critical understanding of their world? (2) What are the circumstances that make education for a life's work turn into what people see as "training the young like animals to perform certain external duties?"; and (3) What are the circumstances that turn general education into education that does not develop a sense of meaning in work, or make life's work possible, satisfying, and meaningful? (MSE)

ED 145 762 **HE 009 343**

Julius, Daniel J.

Collective Bargaining in Higher Education: The First Decade. ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—Nov 77

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. ($0.40)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Role, *Collective Bargaining, *College Faculty, College Governing Councils, College Students, Fringe Benefits, *Governance, *Higher Education, Institutional Administration, Literature Reviews, Organizational Change, Private Colleges, School Size, Teacher Attitudes, *Teacher Salaries, *Unions

Collective bargaining in higher education can no longer be characterized as a truly new phenomenon. Presently, one out of every four faculty and professional staff, or approximately 120,000 individuals (two-thirds of whom work in four-year colleges), are members of a labor organization. The literature on the topic has evolved from anecdotal discussions to more sophisticated and analytical materials. The key predictors of faculty unionism are: institutional transition and growth; size; public versus private affiliation; the presence of enabling legislation; and poor faculty and administration relationships caused by structural and functional change. The use of data gathered in attitudinal studies may produce invalid predictions of faculty bargaining behavior. The impact of faculty unions on governance–particularly faculty senates–is of special concern, as is the topic of the student's role in bargaining. Similarly, the union's impact on faculty salaries and fringe benefits is a topic of debate whose end is not in sight. Research on faculty-administration interaction has produced little data and much speculation. Researchers and practitioners have, however, discovered that unionism is neither the panacea that some had seen it as nor the peril that others had feared. (MSE)

ED 145 763 **HE 009 344**

Triwett, David A.

Graduate Education in the 70's. ERIC/Higher Education Research Report No. 7.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date—77

Note—65p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Doctoral Degrees, Educational Benefits, Educational Quality, *Employment, Enrollment, *Graduate Students, *Graduate Study, *Higher Education, Minority Groups, Needs Assessment, Nontraditional Students, Professional Personnel, Research Opportunities, Resource Allocations, Student Experience, Teaching, Tenure, Underemployed, Unemployed, Womens Education

Graduate study is a complex enterprise. It is both a legacy of the past and a mixture of novel developments and potentialities for the present and future. One major focus of concern is the problem of PhD's who are either without jobs or underemployed. Declining priorities for research and declining undergraduate enrollment mean limited opportunities for young PhD's to teach, perform research, and enter onto a tenure track. However, graduate study is being invigorated by discussion and awareness of the new clientele it must accommodate: professionals and graduate study returnees, women, and minority groups. An awareness that society may no longer wish to pay for duplicate efforts in graduate sutdy has provoked questions about its quality. Similarly, the possibilities for nontraditional graduate study are being explored. The graduate student experience is an area that has only recently gained in interest, but research in this area is increasing. (MSE)

ED 146 826 **HE 009 312**

Shulman, Carol Herrnstadt

University Admissions: Dilemmas and Potential. ERIC/Higher Education Research Report No. 5.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—60p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrative Policy, Admission (School), *Admission Criteria, *Admissions Counselors, Competitive Selection, Educational Supply, *Enrollment, Enrollment Trends, *Higher Education, *Objectives, Recruitment, Student Application

University admissions policies have been subject to scrutiny and change over the last several years and have reflected, in turn, the point of view of the institution, society, and the student. This research report discusses the period of the sixties when the poles of merit versus equal opportunity shaped the admissions debate along with questions of the appropriate admissions strategy to accommodate an open door approach. The seventies, a period of decreased enrollment, is discussed in light of the demand for new strategies that have arisen to attract students to institutions. Legal issues that pose problems of constitutionality in matters of quotas and reverse discrimination are outlined. (JMF)

ED 146 827 **HE 009 314**

MacDonald, Douglas S.

Alternative Tuition Systems. ERIC/Higher Education Research Report No. 6.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—53p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Educational Finance, *Federal Aid, Financial Support, *Higher Education, Income Contingent Loans, *State Aid, *State Federal Aid, Student Costs, *Student Financial Aid, Student Loan Programs, *Tuition, Tuition Grants

This monograph reviews the alternative tuition systems that colleges, universities, states, and the Federal Government have implemented, are in the process of developing, or have proposed to use in helping families pay for the escalating costs of postsecondary education. It considers models for pricing tuition, ways to keep tuition low, and suggestions about how parents and students can finance a postsecondary education. The major tuition surcharge plans that have been suggested to finance postsecondary education are surveyed, and recommendations for the apportionment of the responsibility for financing postsecondary education are made. Also discussed are institutional alternative tuition plans that feature income-contingent loans, tuition postponement options, prepaid installment systems, and moderately low-interest loan programs. In addition, several state and federal alternative plans and regional reciprocity programs that bear directly on the institutional alternative tuition plans are examined. The implications of alternative tuition plans are summarized, especially in relation to federal-state reciprocity agreements. (Author/JMF)

ED 148 256 **HE 009 523**

Hendrickson, Robert M. Mangum, Ronald Scott

Governing Board and Administrator Liability. ERIC/Higher Education Research Report No. 9.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—72p.; Contains occasional small type

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Washington, D.C. 20036 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrative Personnel, Administrator Responsibility, Admission Criteria, Bibliographies, College Admission, College Faculty, Constitutional Law, Court Litigation, Educational Discrimination, Faculty Promotion, *Governing Boards, *Higher Education, Institutional Role, Insurance Programs, *Legal Problems, *Legal Responsibility, Nonprofit Organizations, Personnel Selection, Promotion (Occupational), Sex Discrimination, Student College Relationship, Teacher Selection, Torts, Trustees

Matters of legal liability that are of concern to institutions of higher education are discussed in some detail in language for the layman. Among the subjects discussed are: the development of charitable corporations, and immunity prerogatives; the traditional bases of legal liability; liability for the new torts, including violation of constitutional rights, employment and promotion of academic staff, admission, student- and faculty-related liability and administrator and trustee problems, and other university practices involving discrimination; and forms of protection from liability, including immunity, idemnification, insurance, and legal counsel. Illustrations are drawn from recent and historical court cases. A bibliography is included. (MSE)

ED 148 257 **HE 009 524**

Trivett, David A.

The Ph.D. Job Crisis. ERIC/Higher Education Research Currents.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 77

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Washington, D.C. ($0.40)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Bibliographies, Career Planning, *Doctoral Degrees, Employment Opportunities, *Employment Patterns, Employment Potential, Employment Problems, Employment Projections, Graduate Students, *Graduate Study, Higher Education, *Job Market, Literature Reviews, Student Attitudes, Subemployment, Teacher Attitudes, Underemployed, *Unemployment

A review of the current literature addresses the questions: What is the extent of placement difficulty or unemployment among the recent crops of Ph.D.'s? What are the causes and explanations given for whatever market imbalance exists?; What are the long-term employment market projections for Ph.D.'s?; and What employment-promoting steps can those individuals take who have invested their lives in graduate study? One conclusion is that the major change in response to the problem is the recognition that, when looked at from new perspectives, the Ph.D. job crisis is a problem of attitude among graduate students. (MSE)

ED 149 661 **HE 009 572**

Norris, Donald M. And Others

Manpower Studies in Postsecondary Education. ERIC/Higher Education Research Report No. 10.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—63p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Decision Making, Futures (of Society), Higher Education, Information Sources, Information Utilization, *Labor Force, *Labor Market, *Manpower Needs, *Post Secondary Education, Prediction, *Predictive Measurement, *Predictor Variables, *School Industry Relationship

Manpower information and projections in postsecondary education have present value in the sense that they guide today's decisions based on a view of what tomorrow's world will be like. But manpower decisions are complicated by the fact that the decision-maker, be it a government, an institution, or an individual, must also take account of how others will react when making their decision. Manpower approaches in American postsecondary education are growing in scope, sophistication, applicability, and influence; yet they are imperfect instruments that must be used with great attention to their inherent limitations and to the nature of decision-making in higher education. The coming years will demand greater care in the application of manpower approaches to postsecondary education, and the penalties for mistaken conclusions promise to be heavy. (Author/MSE)

IR

ED 098 972 IR 001 356
Winn, William
An Open-System Model of Learning.
Association for Educational Communications and Technology, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Pub Date—Dec 74
Note—54p.; Annual ERIC/Audiovisual Communication Review Young Scholar paper; Reproduced from Best Copy Available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Cybernetics, *Information Theory, *Learning Processes, Models, *Research Methodology, *Systems Approach
Identifiers—Active Learner, Autonomous Learner, Open System Model, Piaget (Jean), Steady State Systems, *Von Bertalanffy (L)

In view of the apparent complexity and dynamism of the learner, only a systems approach to learning processes can provide a viable and practical frame of reference within which to conduct educational research. There are fundamental weaknesses in the current cybernetic model of learning, and therefore, it is useful to consider the learner as an active open system. This approach, drawing frequently upon Piagetian theory, seems to provide a more realistic picture of the autonomous learner and his changing cognitive structures. Von Bertalanffy's equations for the growth of the living organism can form a basis for an open system model of learning. The Model generates learning curves which suggest that a steady state is not always the outcome of learning. Some implications of the model for educational research are briefly examined in this paper. (Author/DC)

ED 107 311 IR 002 211
Simmons, Robert M.
A Library User's Guide to ERIC.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 75
Contract—NIE-C-74-0027
Note—34p.
Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($0.75 for a single copy; $0.50 each for 10 or more. Checks made out to Box E must accompany order)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Annotated Bibliographies, *Data Bases, *Education, Guides, *Indexes (Locaters), Information Systems, *Library Guides, *Library Instruction, Microfiche, Periodicals, Search Strategies, Thesauri
Identifiers—*Educational Resources Information Center, ERIC

A concise explanation is provided of the Educational Resources Information Center (ERIC) and its major components: Resources in Education (RIE) and Current Index to Journals in Education (CIJE). ERIC's publications are explained, and instructions are given for conducting a topic search through the ERIC system, from locating the correct terms in the Thesaurus of ERIC Descriptors and from the use of identifiers, to obtaining the appropriate microfiche and educational journals. ERIC search by author or institutional source is also explained. Suggestions are given for citing ERIC documents in footnotes and bibliographies, and for obtaining a computerized ERIC search. An annotated bibliography of ERIC publications and print and nonprint user aids is appended, as is a directory of the ERIC Clearinghouses. (SL)

ED 110 095 IR 002 413
Brown, James W. And Others
ERIC: What It Can Do for You/How to Use It.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 75
Contract—NIE-C-74-0027
Note—27p.
Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($3.-75, Check made payable to "Box E")
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Audiovisual Aids, Bibliographies, Education, *Educational Resources, *Indexes (Locaters), *Information Centers, *Information Retrieval, Information Systems, Instructional Materials Centers, School Libraries, Thesauri
Identifiers—*Educational Resources Information Center, ERIC

Geared mainly for educational library/media specialists, this publication explains the utility of the Educational Resources Information Center (ERIC) to educational institutions and practitioners. Included are a directory of ERIC clearinghouses and other units; an introduction to the ERIC indexes, "Resources in Education" and "Current Index to Journals in Education"; and instructions for doing a manual search of ERIC. Methods of obtaining ERIC materials, the computer search process, and the standards for submitting documents for inclusion in ERIC are also outlined. Selected lists of related print and audiovisual materials and of associations and agencies involved with educational information handling are attached. (PF)

ED 110 096 IR 002 414
Yarborough, Judith
How to Prepare for a Computer Search of ERIC: A Non-Technical Approach.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 75
Contract—NIE-C-74-0027
Note—44p.
Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($1.-00, Check made payable to "Box E")
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Computers, Data Bases, Educational Research, *Guides, Indexing, *Information Retrieval, Information Systems, *Search Strategies
Identifiers—Boolean Search Strategy, *Educational Resources Information Center, ERIC, Search Negotiation

The process of initiating and negotiating a literature search in the Educational Resources Information Center (ERIC) data base is discussed in laymen's terms. The guide offers suggestions on choosing a data base, deciding whether to use computerized or manual retrieval, defining the search problem, and understanding the Boolean search strategy used in computer searches; it also presents a synthesis of the ERIC indexing guidelines that affect computer searches. Appendixes include a list of data bases of interest to educators, a list of educational level descriptors used in ERIC, a glossary, and a bibliography. (JY)

ED 111 393 IR 002 449
Alerting Service Bibliography on Libraries and Media. Number 3.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Contract—NIE-C-74-0027
Note—14p.
Available from—ERIC Clearinghouse on Information Resources, School of Education, SCRDT, Stanford University, Stanford, California 94305 (Self-addressed, stamped envelope, free while supply lasts)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Information Science, *Instructional Media, Libraries, *Library Science, Teaching Methods, Television

This annotated bibliography cites more than 80 recently issued items in the areas of library science, audiovisual aids, information science, computers, adult and children's literature, reference books, teaching methods, and television. Each citation gives ordering information as well as bibliographic reference. (DS)

ED 111 442 IR 002 599
AECT Abstracts of Research Papers Presented at the Association for Educational Communications and Technology Annual Conventions, 1970 through 1974.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—Association for Educational Communications and Technology, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 75
Contract—NIE-C-74-0027
Note—172p.; For a related document, see ED 104 373
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—*Abstracts, Communications, Conference Reports, *Educational Research, *Educational Technology, Information Sources, Literature Reviews, *Media Research, Research Reviews (Publications), Research Tools
Identifiers—*AECT, Association Educational Communications Technology

Abstracts of research papers presented at the annual conventions of the Association for Educational Communications and Technology during the years 1970-74 are collected with an introductory statement and listing for each year. The name of each presenter is given along with title and mailing address. Papers are collected in the order in which they were presented. Most of the papers are also available in their complete forms through ERIC. (SK).

ED 112 888 IR 002 598
Files, Patricia
A Guide to Educational Resources, 1975-76.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 75
Contract—NIE-C-74-0027
Note—37p.; Updates ED 094 710
Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($3.-50, Check made out to "Box E" must accompany order; discount prices for multiple copies)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Annotated Bibliographies, *Educational Resources, Guides, Information Dissemination, Information Retrieval, *Information Sources, Information Utilization, Library Material Selection, Media Selection, *Reference Materials, *Resource Materials
Identifiers—Educational Information Consultant: EIC

The resources included in this Guide are geared for the Educational Information Consultant (EIC), an education specialist who receives, processes, and fulfills client requests for information needed to resolve specific curricular, instructional, and administrative problems. The Guide begins with highly-selective introductory sections on how to locate and organize information. Then, resource items are grouped by type from the most general to the most specific. These selections are intended as additions to titles typically found in the education reference section of a good public or college library. Items are listed to meet the needs of an active EIC–for guidance to standard sources of information for preliminary searches and for current awareness of major current activities, products, information sources, and innovations. (Author)

ED 112 949 IR 002 669

An Alerting Service Bibliography on Libraries and Media. Number Four.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 75

Contract—NIE-C-74-0027

Note—10p.

Available from—ERIC Clearinghouse on Information Resources, Alerting Service Bibliography, November 1975, SCRDT, Stanford University, Stanford, California 94305 (self-addressed, stamped ($0.13) 9 x 12 inch manila envelope)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Films, *Information Science, *Instructional Materials, Libraries, *Library Science, Television

Identifiers—*Bicentennial

This annotated bibliography cites 58 recently issued items in the areas of audiovisual aids, bibliographies, the Bicentennial, films, information science, instructional materials, and library science. Each citation gives ordering information as well as a bibliographic reference. (DS)

ED 114 113 IR 002 745

Acronyms and Initialisms of Library Networks. Second Version.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Contract—NIE-C-74-0027

Note—16p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check made payable to "Box E" must accompany order; $1.50. If purchased with IR 002 746 and 747, $5.00 for all three)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Abbreviations, *Information Networks, *Libraries, Library Cooperation, *Library Networks, Library Reference Services

This second compilation of library network acronyms and initialisms cites 61 networks throughout the United States. Each annotated entry includes the network's acronym or initials, name, and address. A source of further information is cited in many entries, and an ED number is given for references available through the Educational Resources Information Center (ERIC). (Author/DS)

ED 115 219 IR 002 746

A Selective Annotated Bibliography on Library Networking.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 75

Contract—NIE-C-74-0027

Note—27p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check made payable to "Box E" must accompany order; $1.50. If purchased with IR 002 745 and 747, $5.00 for all three)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Library Automation, *Library Networks, *Library Technical Processes

In response to the increased need for libraries to automate their systems and to share their resources, this bibliography lists some 150 annotated citations, most of which are drawn from the ERIC system, concentrating on library networks. Entries are not categorized. (EMH)

ED 115 220 IR 002 747

Mayhew, Lewis B.

Computerized Networks Among Libraries and Universities: An Administrator's Overview.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 75

Contract—NIE-C-74-0027

Note—76p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check made payable to "Box E" must accompany order; $3.00. If purchased with IR 002 745 and 746, $5.00 for all three)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Computer Oriented Programs, Data Bases, Delivery Systems, Information Centers, Information Networks, Information Retrieval, Information Seeking, Interagency Cooperation, Interagency Coordination, *Library Automation, Library Networks, Library Services, *Networks, On Line Systems, Program Descriptions, *State of the Art Reviews, Time Sharing, *University Libraries

Identifiers—Computer Networks

This monograph is an overview of the present and possible future trends in networking, the use of computer communications technology to facilitate the sharing of information and computer resources over great distances. The text reviews networks already being used by universities to share instructional resources and computing ability, and by libraries to facilitate systematic acquisition, serial control, and retrospective bibliographic searches. Networking implies problems of uniformity of users, unused capacity, fee sharing, and financial support; each problem is discussed in depth. With an awareness of possible budgetary and political constraints, the present state of network technology is discussed and predictions are made for the future. (EMH)

ED 115 263 IR 002 808

Loertscher, David V.

Budgeting for School Media Centers: An Annotated Bibliography.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Contract—NIE-C-74-0027

Note—26p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($2.-00, checks made payable to "Box E" MUST accompany order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Centers, *Budgeting, Budgets, *Educational Finance, Instructional Materials Centers, Instructional Media, *Program Budgeting, *School Libraries

Books, journals, and articles on the subject of program budgeting are included in this annotated bibliography of over 70 items. The three main categories covered are: (1) helpful treatises on budgeting from general education, (2) philosophical and practical statements from the library and audiovisual fields, (3) practical tips and suggestions. Sources of sample budgets are included. (DS)

ED 115 281 IR 002 826

Walton, Wesley W.

Productive Delivery Systems for Nontraditional Learning.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Contract—NIE-C-74-0027

Note—36p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($2.-00, Check made payable to Box E must accompany order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Curriculum Development, *Educational Television, *Higher Education, Instructional Innovation, *Multimedia Instruction, *Public Libraries, Teaching Methods

Identifiers—Free Public Library of Woodbridge New Jersey, *Library Independent Study and Guide Program, UMA, University of MidAmerica

College-level instructional programs using a variety of media and aimed at adults pursuing degrees, specialized knowledge, or enrichment are described. The types of programs covered are: (1) learning programs which use a combination of various technologies, such as a text, study guide, audiocassettes, television programs, newspaper features, learning centers, Wide Area Telephone Service (WATS) lines, and reading lists; (2) programs which utilize mainly television lectures, supported by audio communication beamed to a specialized audience; (3) programs which employ public television, mail, and newspapers to reach a more heterogeneous audience; (4) programs which feature independent home study by correspondence alone, perhaps supported by local resource facilities, audiocassettes, a WATS line, or by minimal campus attendance; and (5) programs created by certain public libraries which outline a special independent learning project, select related educational materials, and provide support conferences. A 10-page annotated bibliography provides information on additional programs. (NR)

ED 115 282 IR 002 827

Brown, James W.

Public Libraries and New Media: A Review and References.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Contract—NIE-C-74-0027

Note—43p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($2.-00, Check made payable to Box E must accompany order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Annotated Bibliographies, *Audiovisual Aids, Cable Television, *Films, Filmstrips, Futures (of Society), Library Services, Literature Reviews, Magnetic Tape Cassettes, Organizations (Groups), Phonograph Records, Phonotape Recordings, *Public Libraries, *State of the Art Reviews, *Television, Video Cassette Systems, Video Tape Recordings

Compiled to describe the current state of new media activities in the public library, this annotated bibliography lists: (1) sources for readers seeking further information, (2) media associations and organizations, and (3) data about selected periodicals and nonprint productions in the area of audiovisual operations and innovations. The media chosen for coverage are: film (8mm and 16mm), television (cable, cassette, and some broadcast), and audio (cassettes, records, reel-to-reel tape, and some radio broadcasting). The final section discusses probable future media emphases in public libraries. Each section is composed of a narrative review followed by appropriate references related to that section. (Author/DS)

ED 116 668 IR 002 912

Looking Forward to 1976: A Selected Bibliography on the Functions and Contributions of Libraries in American Society.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 75

Contract—NIE-C-74-0027

Note—75p.; Prepared for the American Library Association Annual Meeting (San Francisco, California, June 29-July 5, 1975)

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($0.50 in microfiche only)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—American Indians, *Bibliographies, Computers, Information Science, Information Sources, Information Systems, *Libraries, *Library Automation, Library Networks, Library Programs, Library Science, National Programs, Resource Guides, Revolutionary War (United States), United States History

Identifiers—ALA 75, BALLOTS, Bicentennial, Educational Resources Information Center, ERIC, National Commission Libraries Information Science, OCLC, Ohio College Library Center, Stanford University

The ERIC Clearinghouse on Information Resources at Stanford University presents a compilation of bibliographies, articles, and information about the Educational Resources Information Center in a bicentennial salute to United States libraries. Bibliographies include a list of subject guides to information in a variety of formats, a bicentennial collection on the American revolution compiled by the Illinois Library Association, and a bibliography of bibliographies of American Indian materials for adults. The conclusion from the final draft of the National Commission on Libraries and Information Science's "A National Program for Library and Information Services" is reprinted, as are an article on the Ohio College Library Center (from "Library Resources and Technical Services") and one on Stanford University's BALLOTS system (from "Journal of Library Automation"). Information about ERIC includes a list of the clearinghouses, a directory of ERIC microfiche collections, and ordering information. (LS)

ED 116 702 IR 002 947
Johnson, Harry A.
Selected Films and Filmstrips on Four Ethnic American Minorities (Afro, Indian, Oriental, and Spanish-Speaking).
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 76
Contract—NIE-C-74-0027
Note—58p.
Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($2.-00, check made payable to "BOX E" must accompany order)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—American Indians, Annotated Bibliographies, Asian Americans, Black Community, Black Studies, Directories, *Ethnic Studies, *Films, *Filmstrips, Instructional Films, Mexican Americans, Negroes, *Resource Guides, Spanish Americans, Spanish Speaking

The selected resources annotated in this bibliography concentrate on educational films and filmstrips for teaching about four ethnic American minorities–Afro-American, Native American Indian, Oriental American, and Spanish-Speaking American. Selections were made on the basis of authenticity, suitability for children and youth, and relevance in today's world. Only a few entries predate 1965. No materials were included which were considered condenscending or degrading to any ethnic group. Citations are arranged alphabetically by title under each of the four ethnic minority headings. Films are listed first, followed by filmstrips. Title, producer and/or distributor, release date, grade level, and some media characteristics are listed with each annotation. Grade level and producer/distributor are given in code form. A directory of producer/distributors and a list of 16 Educational Resources Information Center (ERIC) documents dealing with ethnic minorities and the media are included. (Author/PF)

ED 118 112 IR 003 015
An Alerting Service Bibliography on Libraries and Media. Fifth Edition.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 76
Contract—NIE-C-74-0027
Note—11p.
Available from—ERIC Clearinghouse on Information Resources, Alerting Services Bib, SCRDT, Standard University, Stanford, California 94305 (Self-Addressed Stamped 9x12 inch Manila envelope MUST accompany request)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Childrens Books, *Films, Information Science, *Information Sources, Instructional Media, Libraries, *Library Science

This annotated bibliography cites 66 recently issued items in the areas of audiovisual media, children's literature, film, information sources, instructional materials, library science, and education. Each citation includes ordering information as well as a bibliographic reference. (DS)

ED 118 128 IR 003 033
The Best of ERIC on Library Services to Native Americans.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Contract—NIE-C-74-0027
Note—30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Abstracts, *American Indians, *Annotated Bibliographies, Bibliographies, *Library Services, Reference Materials
Identifiers—*Educational Resources Information Center, ERIC

This bibliography includes the best of the materials in the national Educational Resources Information Center (ERIC) system dealing with the library services available to Native Americans. The materials are presented in a computer printout format and include citations from two ERIC publications, "Resources in Education" and "Current Index to Journals in Education." Each entry includes the title, author, origin, publisher, and availability; and many entries are accompanied by a brief summary of the contents of the document. (EMH)

ED 119 605 IR 002 744
Clark, Richard E. Snow, Richard E.
Alternative Designs for Instructional Technology Research.
Association for Educational Communications and Technology, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—23p.
Journal Cit—Audiovisual Communication Review; v23 n4 Winter 1975 p373-394
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Research, Instructional Design, *Instructional Technology, *Multimedia Instruction, Research Criteria, *Research Design, *Research Problems, Research Tools

Though models of quality research in education have abounded in the past decade, educational technologists have consistently made the same mistakes in attempting to measure the effects of multimedia approaches to teaching: 1) using a treatment that is not a valid implmentation of theory; 2) inadequate observation; and 3) disguising weak findings in the clothes of strong rhetoric. Typical research designs are one short test with skewed samples and no control group, and they usually concentrate on an isolated internal relationship but do not represent the larger reality of the situation. Several models and combination of models, when used accurately, can remedy the deficiencies of this research. (EMH)

ED 119 692 IR 003 160
AECT Research Abstracts, 1976. Prepared for the Association for Educational Communications and Technology Annual Meeting (Anaheim, California, March 29 through April 2. 1976).
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Note—45p.; Papers abstracted are available through ERIC
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Abstracts, Biology Instruction, Conference Reports, Educational Development, *Educational Technology, Evaluation Methods, Graduate Study, *Instructional Media, *Instructional Technology, *Media Research, Medical Education, Music Reading, Remedial Reading, Speeches, Visual Perception
Identifiers—AECT 76, Visual Aptitude

Thirty-five research abstracts cover instructional technology in the following areas: (1) its application to elementary education, medical education, music reading skills, teacher education, college biology, and college student attitudes; (2) an evaluation of various university instructional technology graduate programs; and (3) its cost effectiveness. Additional abstracts deal with criteria for media evaluation, color cueing techniques in visual instructional material, and the development of instructional products in relation to higher education curriculum revision. Also reported are several learning studies testing the perceptual learning process and rate controlled speech. (NR)

ED 119 743 IR 003 250
Yarborough, Judith D.
Access to Nonprint Media: What Is and What May Be.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—31 Mar 76
Contract—NIE-C-74-0027
Note—14p.; Paper presented at the Association for Communications and Technology Annual Meeting (Anaheim, California, March 31, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Audiovisual Aids, Audiovisual Centers, Cataloging, *Information Networks, Instructional Materials Centers, Instructional Media, *National Programs, School Libraries, Speeches
Identifiers—AECT 76, Machine Readable Cataloging, MARC, National Information Center for Educational Media, National Instructional Materials Information Syst

The increasing number of nonprint holdings in libraries and media centers throughout the country emphasizes the need for a network approach to the control of nonprint media. Programs such as the Library of Congress' MARC (Machine Readable Cataloging) have provided a common machine readable record of book and monographic holdings, resulting in a number of resource sharing networks among libraries. A similar standardized record to nonprint media should be developed and used. Programs such as the University of Southern California's National Information Center for Educational Media (NICEM) indexes and the National Center for Educational Media and Materials for the Handicapped's NIMIS (National Institutional Materials Information System) have started to develop the standardized data necessary to a network. Library media professionals should make themselves aware of the standards and techniques used in networking and should become familiar with computer technology so that when a nonprint media network is developed and implemented school libraries and media centers will be able to make use of the advantages of the network. (JY)

ED 121 338 IR 003 342
An Alerting Service Bibliography on Libraries and Media. Number Six.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 76
Contract—NIE-C-74-0027
Note—9p.
Available from—ERIC Clearinghouse on Information Resources, SCRDT, Stanford University, Stanford, California 94305 (Self-addressed, stamped $0.39, 9-by-12 inch Manila Envelope)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Instructional Media, *Libraries, *Library Science

This bibliography includes copyrighted materials that were sent to the Educational Resources Information Center (ERIC) Clearinghouse on Information Resources for processing and review, but which were not applicable for inclusion in Resources in Education, ERIC's regular monthly catalog. Books are arranged by major subject areas, using ERIC descriptors. Each of the 45 listings includes the author, title, publisher, and a one-sentence synopsis of the contents. (EMH)

ED 122 826 IR 003 444
Connor, Jean L., Comp.
A Selected Bibliography on Multitype Library Service, 1970-1975.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 76
Contract—NIE-C-74-0027
Note—24p.; Paper presented at the Annual Meeting of the American Library Association (Chicago, Illinois, July 18-24, 1976)
Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($1.-50, Check made payable to "BOX E" must accompany order)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Cooperative Programs, Directories, Interagency Cooperation, Interstate Programs, *Libraries, *Library Cooperation, *Library Networks, Library Services, National Programs, Regional Cooperation, Shared Services
Identifiers—*Multitype Library Cooperation, National Commission Libraries Information Science, National Program Library Information Services

For the purposes of this annotated bibliography, multitype library cooperation is defined as: Where two or more legal library entities cooperate in sharing resources, personnel, facilities, and/or programs with a library or libraries having a different legal base and being of another type. In an introductory section, sources of information on state level planning, interstate cooperative agencies, and American Library Association involvement in library cooperation are listed. Other sections cover: bibliographies and directories of library cooperation, national level planning and programs, state and interstate level planning and programs, and individual approaches to multitype library cooperation. Most of the 76 citations give ordering information, including ED numbers for those items available through the Educational Resources Information Center. (PF)

ED 125 527 IR 003 546

Files, Patricia, Comp.

Federal Information Systems: A Selected Annotated List of Documents Available From ERIC.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—NIE-C-74-0027

Note—18p.; Paper prepared for the Federal Libraries Round Table, the Government Documents Round Table, and the Association of College and Research Libraries, American Library Association Convention (Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Bibliographies, *Government Libraries, *Information Systems, National Libraries, National Programs

Identifiers—ALA 76, Educational Resources Information Center, ERIC, Government Printing Office, Library of Congress, National Commission Libraries Information Science, National Library of Medicine, National Technical Information Service

This bibliography includes studies and descriptions of federal information systems; including federal libraries, Educational Resources Information Centers (ERIC), Government Printing Office, Library of Congress, National Library of Medicine, and National Technical Information Service. Also listed are National Commission on Libraries and Information Science publications and hearings. Each listing provides title, source, availability, and a brief synopsis of the contents (except in the case of the National Commission on libraries and Information Science where most of the titles are self-explanatory). All the materials are available through ERIC, and the ERIC document (ED) numbers are provided. (EMH)

ED 125 528 IR 003 547

An Annotated Gathering of the Best of ERIC on Research on Television.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—NIE-C-74-0027

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Cable Television, Children, Educational Television, Television, *Television Research

This bibliography lists 32 documents submitted to the Educational Resources Information Center (ERIC) which relate to research on television. Listings are broken into five categories: (1) overviews; (2) children and television; (3) project reports; (4) cable television; and (5) bibliographies. Articles are listed alphabetically within each category, and each listing contains the title, source, date of publication, purchase price, and a brief synopsis of contents. (EMH)

ED 125 607 IR 003 694

Mayhew, Lewis B.

How Colleges Change: Approaches to Academic Reform.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—NIE-C-74-0027

Note—56p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($3.-00, check made payable to "Box E" MUST accompany order

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adoption (Ideas), Change Agents, *Change Strategies, Comparative Analysis, Educational Improvement, *Educational Innovation, Educational Technology, Faculty, Failure Factors, *Higher Education, Instructional Improvement, Instructional Media, Leadership Qualities, *Organizational Effectiveness, Success Factors, Surveys, *University Administration

This study was undertaken to determine the nature of innovation, change, and reform in higher education institutions, and to suggest how the use of educational technology might be made more effective in contributing to achievement of educational objectives. Visits were made to over 100 institutions in which externally-funded experiments were being attempted to solve different kinds of problems. Information from these visits revealed patterns of elements and conditions that distinguish successful from unsuccessful innovations. In general, innovations and changes will not be attempted or adopted just because materials are available and a need can be demonstrated. Practices and processes in collegiate institutions have grown up over time and tend to persevere unless certain favorable conditions are present and specific techniques are used to encourage innovation and change. (CH)

ED 125 608 IR 003 695

Beard, Marian

Computer Assisted Instruction: The Best of ERIC, 1973-May 1976.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Contract—NIE-C-74-0027

Note—42p.; For a related document see ED 076 025

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($2.-25, Check made payable to "Box E" MUST accompany order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Case Studies, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Educational Innovation, Educational Research, *Educational Technology, Experimental Programs, Information Sources, Media Research, Programing, Teacher Education

Identifiers—PLATO, Programmed Logic for Automatic Teaching Operations, TICCIT

This bibliography contains annotations of reports, reviews, and other documents on computer-assisted instruction (CAI) derived from a search of the Educational Resources Information Center (ERIC) system. It covers 1973 to May 1976 and serves as an update to an earlier paper, "The Best of ERIC: Recent Trends in Computer Assisted Instruction" (ED 076 025). Section one covers major issues of interest, and section two presents specific applications and cases of CAI. PLATO and TICCIT, two interactive CAI programs, are the subjects of entries in section three. Research via CAI is covered in section four, and the last section covers descriptions of other CAI work such as applications in teacher training, development of author languages, and districtwide experience implementing CAI. (CH)

ED 126 856 IR 003 760

Sitts, Maxine K., Ed. McMillan, George, Comp.

ERIC Products 1973-1975. An Annotated Bibliography of Information Analysis Publications of the ERIC Clearinghouses, July 1973 Through June 1975.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Contract—NIE-C-74-0027

Note—144p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Annotated Bibliographies, *Clearinghouses, *Education, Federal Programs, Information Centers, Information Sources, *Publications

Identifiers—*Educational Resources Information Center, ERIC

An annotated indexed bibliography lists 534 information analysis publications produced by the ERIC (Educational Resources Information Center) Clearinghouses during 1973-1975. These publications include bibliographies, research reviews, state of the art and interpretive studies, and similar papers which are designed to list, organize, review, and synthesize the education literature to meet the needs of ERIC users. Each citation contains bibliographic information, an annotation, and ordering information. Publications are grouped by Clearinghouse, and a subject index is appended. (HAB)

ED 126 857 IR 003 762

Brown, James W., Ed.

Nonprint Media Information Networking: Status and Potentials.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Contract—NIE-C-74-0027

Note—64p.; Concurrent Program Element of the Association for Educational Communications and Technology Annual Convention (Anaheim, California, March 30, 1976)

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($2.-75, Check made payable to BOX E must accompany order)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Audiovisual Aids, Computer Oriented Programs, *Conference Reports, *Data Bases, Filmographies, Films, *Information Networks, *Instructional Media, Media Selection, Networks, Publishing Industry, Selection, Seminars

Identifiers—AECT 76, Association Educational Communications Technology

A seminar was held in March, 1976, at the Association for Educational Communications and Technology (AECT) Annual Convention to discuss the problems of nonprint media selection. The major question raised in the seminar was the extent to which an economical information system to provide qualitative as well as purely technical descriptions of educational media to users was possible. The concerns of users of such a system were addressed by a panel of participants from (1) an education/library group; (2) a United States Government group; (3) an entrepreneurial information group; and (4) a commercial publisher and data system entrepreneur group. The short papers that contain the viewpoints of the 16 panel members are collected for this report, along with an introduction, a summary of findings, a bibliography, and a directory of related organizations. (HAB)

ED 126 858 IR 003 763

Seibert, Warren F.

Instructional Television: The Best of ERIC, 1974-1975.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—NIE-C-74-0027

Note—35p.; For related documents see ED 062 830 and ED 082 535

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 ($2.-25, Check made payable to BOX E must accompany order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adults, *Annotated Bibliographies, Bilingual Education, *Cable Television, Children, Communication Satellites, *Educational Television, Financial Support, Foreign Countries, Policy, *Programing (Broadcast), *Television Research

This bibliography contains annotations of reports, reviews, and other documents on instructional television indexed and available through the Educational Resources Information Center (ERIC). This paper serves as an update to two earlier papers published by the ERIC Clearinghouse on Information Resources in 1972 and 1973. Coverage includes children and television, influencing skills and attitudes, policy and funding, programing research and evaluation, and satellite and cable systems. The general effects of television, television for adults, bilingual education, and television in a foreign setting are also covered. (Author/HAB)

ED 126 891 IR 003 805

Coombs, Don H., Comp.

Simulation and Gaming: The Best of ERIC.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Contract—NIE-C-74-0027

Note—28p.

Available from—Box E, School of Education, stanford University, Stanford, California 94305 ($2.25, Check made payable to "Box E" must accompany order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affective Objectives, *Annotated Bibliographies, Case Studies, Computer Assisted Instruction, Decision Making, Educational Innovation, *Games, Game Theory, Information Sources, *Instructional Media, Learning Processes, Management Games, Media Research, Problem Solving, *Simulation, Teaching Techniques

Most of the 101 citations included in this annotated bibliography on simulation and gaming were derived from a search of the Educational Resources Information Center (ERIC) indexes. Entries were published between 1972 and 1975. The bibliography is divided into nine sections: theory and research; social studies materials; environment, land use, and planning; language, communication, and reading; business and economics; political science and law; vocational education; science and mathematics; and miscellaneous. Included is an introduction giving a philosophy of simulation/gaming and listing sources of further information. (CH/PF)

ED 126 903 IR 003 818

An Alerting Service Bibliography on Libraries and Media. Number Seven.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Contract—NIE-C-74-0027

Note—9p.

Available from—ERIC Clearinghouse on Information Resources, Alerting Service Bibliography, SCRDT, Stanford University, Stanford, California 94305 (Self-addressed, $0.39 stamped, 9x12 inch Manila envelope)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Childrens Books, Films, *Information Science, *Instructional Media, Libraries, *Library Science, Library Services, Publishing Industry

The Educational Resources Information Center (ERIC) Clearinghouse on Information Resources provides an annotated bibliography of books and documents reviewed by the Clearinghouse but not included in "Resources in Education." Author, title, bibliographic data, and a brief annotation are given for each item. Entries are arranged by subject. Topics covered include bibliographies, children's books, computer and information science, media, library science, publishing, telecommunications, and teaching. (LS)

ED 127 960 IR 003 925

Files, Patricia

A Guide to Educational Resources, 1976-77.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Contract—NIE-C-74-0027

Note—42p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check made payable to "Box E" must be included with order, $3.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Education, *Educational Resources, *Guides, *Information Sources, Library Material Selection, Media Selection, *Reference Materials, Social Sciences

The resources listed here are geared for the education specialist who receives, processes, and fulfills client requests for information needed to resolve specific curricular, instructional, or administrative problems. There are highly selective introductory sections on how to locate and organize information. Annotated bibliographies are provided for social science reference works; educational reference works, including directories and sources of statistical data; guides to current literature, research, and funding; and book, curriculum, multimedia, and periodical selection tools. Professional associations, special services, and information and research centers also are listed. Items are intended as basic guides to current activities, products, information sources, and innovations. (Author/LS)

ED 127 974 IR 003 940

Mitchell, Anita M.

The Use of Media in Career Education.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Contract—NIE-C-74-0027

Note—63p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check for $3.25 made out to "Box E" must be included with order)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Career Choice, *Career Education, Curriculum Guides, Elementary Secondary Education, Evaluation, Higher Education, *Instructional Media, Literature Reviews, Media Selection, Teacher Education

Based on a review of relevant literature, this report summarizes the state of the art and presents annotated references on the uses of media in career education. The uses of both print and non-print materials are organized according to their instructional setting: classroom, small group, career center, independent study, workshop, and training institute. The materials presented indicate that career education has permeated many aspects of the school curriculum, but that instructional units often are not related clearly to stated educational objectives. The report covers both materials for student use and materials for teacher use. (EMH)

ED 128 004 IR 003 975

Schwen, Thomas M.

Professional Scholarship in Educational Technology: Criteria for Judging Inquiry.

Association for Educational Communications and Technology, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Contract—NIE-C-74-0027

Note—27p.; ERIC/AVCR Annual Review Paper to appear in "AV Communications Review"

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Educational Research, Educational Researchers, *Educational Technology, *Evaluation Criteria, Hypothesis Testing, *Media Research, Publications, Research Projects, *Scholarly Journals, Standards

An attempt to establish criteria to judge scholarly activities in the field of educational technology focused on skills of inquiry, a process which includes problem definition, hypothesis formation, and hypothesis verification. To be judged adequate such inquiry should be: (1) publicly verifiable; (2) disciplined; (3) generalizable; (4) based on a conceptual structure or theoretical framework; (5) directed towards the extension of knowledge; (6) a demonstration of a comprehensive search; (7) a creative exploration; and (8) sensible. This report describes the need for such criteria, defines each criterion, and explains the implications for adopting the set of criteria. (EMH)

ED 129 213 IR 003 989

Patrick, Ruth J.

An Annotated Bibliography of Recent Continuing Education Literature.

Continuing Library Education Network and Exchange, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Contract—NIE-C-74-0027

Note—223p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check made out to "Box E" for $5.00 must accompany order; 57-page paper plus 2 microfiche)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Adult Education, Annotated Bibliographies, Continuing Education Units, Continuous Learning, Higher Education, Information Needs, Institutional Role, Instructional Technology, Librarians, *Library Education, Library Technicians, Literature Reviews, Media Specialists, Performance Based Education, *Professional Continuing Education, Secondary Education

Identifiers—CLENE, *Continuing Library Education Network and Exchange

This survey of the literature relevant to the promotion of continuing education for library, media, and information personnel was gathered by the Continuing Library Education Network and Exchange (CLENE), whose purposes and accomplishments also are reviewed in the document. The bibliography itself contains 396 references, divided into 6 general topic areas: (1) network models, institutional roles, and issues in continuing education; (2) needs assessment; (3) resources; (4) guidelines for program planners; (5) descriptions of continuing education programs; and (6) adult education. Material from fields outside of librarianship is included under most topics. An introductory essay gives an overview of the contents of the entire body of literature and an appendix, of varying print quality, provides abstracts of all items cited in the bibliography. (KB)

ED 130 679 IR 004 262

Van Rossem, Karen, Comp.

An Alerting Service Bibliography on Libraries and Media. Number Eight.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—NIE-C-74-0027

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Bibliographies, Childrens Literature, *Instructional Media, *Libraries, Reference Books

This annotated bibliography lists books sent to the ERIC Clearinghouse on Information Resources which were not applicable for inclusion in "Resources in Education." Entries include recent reference books, studies of children's literature, and guides to audiovisual materials. (Author)

ED 130 680 IR 004 266

Fradkin, Bernard

A Review of Multiple Image Presentation Research.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—NIE-C-74-0027

Note—71p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Annotated Bibliographies, *Media Research, *Multimedia Instruction, *Multisensory Learning, Pictorial Stimuli, *Research Reviews (Publications), Visual Learning

Identifiers—*Multiple Image Presentations

The multiple image presentation format investigated in this research review refers in most cases to the use of more than one image, with or without audio synchronization, on a single screen or multiple screens, with slides or any appropriate media mix to accomplish a predetermined learning task. Studies reviewed are divided into three categories: (1) general studies, including historical studies, studies of perceptual readiness or literacy related to multiple image communication, and reviews of other studies; (2) experimental studies–those concerned with the constructs related to the design, format, information density, and redundancy of a multiple image learning message; and (3) utilization studies–those that test the multiple image presentation mode to determine its effectiveness as a means of instruction. Within each of the categories, reviews are arranged alphabetically by the last name of the author of the study or article. A complete citation is given, including ordering information or journal citation. A summary draws some conclusions and raises some questions about multiple image research. A subject index and instructions for ordering Educational Resources Information Center (ERIC) documents conclude the paper. (PF)

ED 131 860 IR 004 244

Gardner, Jeffrey Webster, Duane

Library Management in the 1970s: An Annotated Bibliography.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—NIE-C-74-0027

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrative Organization, Annotated Bibliographies, Human Resources, *Libraries, *Library Administration, Library Research, *Management, *Organizational Change, State of the Art Reviews

In recent decades, new pressures have been placed on library management, including inflation, the proliferation of published materials, diversification in the demand for library services, and changing library staff expectations. Management approaches to these fundamental issues can be grouped into the following general categories: (1) management of human resources, (2) administrative systems and procedures, (3) research and development, and (4) organizational change. A definition is provided for each management category, possible applications are suggested, and an annotated bibliography is provided for each category. (EMH)

ED 131 861 IR 004 245

Webster, William J.

The Evaluation of Instructional Materials.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Contract—NIE-C-74-0027

Note—30p.; Figures 2 and 3 may be marginally legible due to print quality of original

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Annotated Bibliographies, Conceptual Schemes, *Evaluation Methods, Formative Evaluation, *Instructional Materials, Instructional Media, Material Development, *Models, *State of the Art Reviews, Summative Evaluation

A review of four models of instructional materials evaluation is presented to synthesize the state of the art of such evaluation. A model for evaluation is then developed which includes the following elements: (1) context evaluation and needs assessment, (2) input evaluation, (3) determination of resources, (4) program planning, (5) program implementation, and (6) applied research. The use of the model to evaluate the Targeted Achievement in Reading Program (TARP) in the Dallas Independent School District is discussed to show its application in a large urban school district. An extensive annotated bibliography on evaluation of instructional materials is included. (EMH)

ED 148 365 IR 005 473

Klempner, Irving M.

Audiovisual Materials in Support of Information Science Curricula: An Annotated Listing with Subject Index. Second Edition, Revised and Expanded.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Contract—NIE-R-76-0027

Note—76p.; For previous editions, see ED 051 819 and 076 215

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, N.Y. 13210 ($3.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Educational Resources, Films, Filmstrips, *Information Science, Instructional Materials, Library Education, *Library Science, Subject Index Terms

Selected for inclusion in this annotated bibliography are 451 audiovisual aids that can be used to supplement library and information science curricula. This edition has sought to take into account the evolving curriculum trends, processes, and technology for a discipline-based information science curriculum. Each item cited in the bibliography lists the title; media designator; length; color and/or black and white; date, if available; a brief description of the subject content; producer; current rental source; and series note. Appended are names and addresses of producers for those interested in purchasing films listed in the bibliography. A subject index with cross references is provided. (Author/JPF)

ED 149 740 IR 005 548

Daniel, Evelyn H. Ely, Donald P.

A Process for Developing a Competency Based Educational Program for Media Professionals.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IR-17

Pub Date—77

Contract—NIE-R-76-0027

Note—71p.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Annotated Bibliographies, Educational Development, *Graduate Study, Group Dynamics, Instructional Technology, Interaction Process Analysis, Library Education, *Media Specialists, *Performance Based Education, Program Descriptions, Program Design, *Program Development, Program Planning

This document describes the process by which a consortium of media professionals was brought together to develop a graduate level, competency based, educational program for school media specialists. It is divided into four sections: (1) process description of program design, (2) competencies for the school media specialist, (3) an annotated bibliography on competency based education, and (4) an appendix including a conceptualization of the media professional, admission requirements and procedures, a course by course competency matrix, a program evaluation process, and a list of consortium members. This document is intended to serve as a guide for academic programs and state departments of education about to embark on a similar task. (Author/STS)

ED 152 254 IR 005 649

Clark, Richard E.

Children's Television: The Best of ERIC.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—NIE-R-76-0027

Note—76p.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, N.Y. 13210 ($3.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Childrens Television, Federal Government, *Learning, Literature Reviews, *Media Research, Policy Formation, Programing (Broadcast), Research Design, Research Methodology, Stereotypes, Television Commercials, *Television Viewing

This is the most recent in a series of retrospective bibliographies on television and children. It includes an annotated listing of research reviews, position papers, and planning documents entered in the ERIC system in the years 1974-1977. Over 100 documents are listed in 14 categories: helping children to learn from television, new experimental programs, the effects of television on the learning of social behaviors, cognitive effects of television on children, effects of televised commercials, current issues in research design and methodology, useful reviews of research and bibliographies, using television in the classroom, current television treatment of minorities and women, television in helping children learn to read, consumer action group activities, current federal policies, children's television outside the United States, and television and the handicapped or gifted child. Cross references are provided at the end of each section. (VT)

ED 152 332 IR 005 914

Tessier, Judith A. And Others

Feasibility of Maintaining and Providing Access to Data Archives through ERIC.

Spons Agency—Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Pub Date—Dec 77

Contract—NIE-R-76-0027

Note—79p.; For related document, see IR 005 915

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Archives, Data, *Feasibility Studies, *Information Networks, Information Science, *Information Services, Instructional Technology, Library Science, Shared Services, *Statistical Analysis, *Use Studies

Identifiers—*ERIC, Information Analysis Products

This study explored the feasibility of establishing archive services in ERIC/IR (ERIC Clearinghouse on Information Resources) to make available survey data for new studies or secondary analysis by researchers in the areas of library and information science and instructional technology. A community of potential users and producers was identified and surveyed to determine both availability of data and demand for sharing data sets, as well as types of data, attitudes of researchers toward sharing their data, and formats in which data are available. Eight alternative levels of data services were identified, ranging from continuation of the current system of informal exchange to an archive with such added services as statistical summaries and data manipulation. These alternatives were considered in terms of adaptability to the ERIC system and cost effectiveness. Findings indicate that a data sharing service is needed, and that ERIC/IR is an appropriate service center. The level of service recommended, in view of costs and amount of data available in other than machine-readable formats, is the listing of data sets in Resources in Education (RIE) with information on availability, and publication by ERIC/IR of an annual directory of these data sets. (Author)

ED 152 336 IR 005 973

Dosa, Marta L.

Information Counseling: The Best of ERIC.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 77

Contract—NIE-R-76-0027

Note—44p.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-22, $2.00 plus postage)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adults, *Annotated Bibliographies, Community Information Services, *Counseling, Educational Counseling, *Information Needs, *Information Services, Information Sources, Library Reference Services, *Literature Reviews

Identifiers—Information Analysis Products, *Information Counseling

This bibliography and review has been compiled to offer starting points for an individual who is interested in exploring the interdisciplinary nature of information counseling (IC) and to discern differences and common features between IC and its counterparts in social work, adult education, and library service. An introductory essay enumerates the major elements of IC; provides a definition of IC as it is used in the context of the bibliography; reviews various approaches to IC in the professional literature; and discusses the interdisciplinary perspectives with which IC can be identified and the three primary areas where IC occurs–information and referral service, adult education counseling, and library reference interview. This is followed by a list of references cited in the essay and a bibliography of ERIC documents together with selected journal articles cited in the Current Index to Journals in Education (CIJE). Entries were selected for inclusion by the following criteria: (1) programs or experiments described were characteristic of the diversity of new trends and practices; (2) each study illustrates some of the elements that are common among these trends and practices; and (3) each fits into an interdisciplinary framework. Sources included range from research reports to subjective descriptions of programs. Each entry in the bibliography includes author, title, originating source of document, date of publication, ED number, and abstract. (JPF)

ED 152 337 IR 005 974

Dodge, Bernard J.

Audiovisual Resources for Teaching Instructional Technology: An Annotated Listing.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—NIE-R-76-0027

Note—77p.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-23, $4.00 plus postage)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Audiovisual Aids, *Catalogs, Educational Innovation, Filmographies, Higher Education, Instructional Design, *Instructional Technology, Learning Processes, Media Specialists, Media Technology, Motivation, *Reference Materials
Identifiers—Information Analysis Products

This directory is a compilation of audiovisual resources which might be useful for teachers of instructional technology. Subject areas include: (1) media production, (2) communications, (3) research, (4) evaluation, (5) instructional development, (6) educational innovation, and (7) the psychology of learning and motivation. Most of the resources are designed for college/adult audiences and, with a few exceptions, were produced within the last ten years. Entries are listed alphabetically by title within each of 29 subject categories. Each entry gives the title, the medium, a description, the producer/distributor, the year of release, and the cost. (Author)

ED 154 824 IR 005 972
Ducote, Richard L.
Learning Resources Centers: Best of ERIC. A Selected, Annotated Bibliography.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 77
Contract—NIE-R-76-0027
Note—72p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-19; $3.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Annotated Bibliographies, *Audiovisual Centers, Career Education, College Libraries, *Instructional Materials Centers, Junior College Libraries, Library Administration, Media Specialists, *Resource Centers, School Libraries, University Libraries
Identifiers—ERIC, Information Analysis Products

This selected annotated bibliography lists almost two hundred documents, added to the ERIC data base since 1972, which deal with adaptations of the learning resources center concept to specific situations. The bibliography is divided into ten sections: (1) elementary and secondary schools; (2) colleges and universities; (3) personnel and training; (4) resources in career education; (5) ethnic minorities; (6) environmental, health, and military resource centers; (7) combined public and school libraries; (8) budgeting; (9) production and equipment; and (10) facilities. A wide range of types of materials includes guidelines for planning, day to day operations, materials selection, evaluation, and administrative and technical processes. (Author/STS)

JC

ED 110 119 JC 750 425
Cohen, Arthur M., Ed.
The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—75
Note—101p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Anthropology, Area Studies, Art Education, *College Curriculum, Ethnic Studies, History Instruction, *Humanities, *Humanities Instruction, Interdisciplinary Approach, *Junior Colleges, Language Enrollment, Literature, *Literature Reviews, Modern Language Curriculum, Music Education, Philosophy, Political Science

This monograph reviews recent literature pertaining to two-year college humanities curricula and instruction. Separate sections consider foreign languages, literature, philosophy, religion and ethics, the appreciation and history of the fine arts, history, political science, cultural anthropology, area and ethnic studies, and interdisciplinary humanities. The major influences on humanities education in two-year colleges have been the transfer institutions' fluctuating requirements and the students' desire for pragmatic programs. The humanities are not widely emphasized in two-year colleges; their role as perpetuators of liberal arts holds a priority status far below career and adult education. To maintain enrollments, the colleges have taken steps toward the pragmatic with conversational foreign languages and interdisciplinary approaches. As it is recognized that the majority of students are not transfer students, instruction is shifting away from attempts to parallel university courses and teaching methods. The influence of the student on humanities curricula was reviewed in an earlier monograph in this series (JC 750 400). (MJK)

ED 110 120 JC 750 426
Cohen, Arthur M.
Adapting Institutional Research to Changing Student Populations.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Pub Date—Jul 75
Note—15p.; Paper presented at the Annual Meeting of the Southeast Region AERA Special Interest Group in Community College Research (Boone, North Carolina, July 22, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Data Analysis, Data Collection, *Institutional Research, *Junior Colleges, *Research Design, *Research Directors, Research Methodology, *Research Needs

Institutional research (IR) in community/junior colleges in past years has been limited to gathering data for external agencies, concentrating on raw demographic data and student flow studies. IR should be directed toward providing data for administrative decisions and for successful maintenance of college operations. In spite of the heavy demands of state agencies and administrators, IR directors should consider their broader audiences in the education field. By careful reconsideration of methodology and theoretical bases, they could put more rigor into their studies. Better studies would be facilitated by organizing college records for easier computer cross tabulation, by pretesting survey instruments on members of the sample pool, and by selected population sampling. Concentrated effort on a carefully chosen population should result in an 80 percent return, and these results are more valid than those obtained by flooding the mails with questionnaires. Given the well-documented demographic changes in two-year college populations, the IR director has the opportunity to research how the college might change to meet the needs of these new students, how the students' learning sytles can be accommodated, etc. He has the ability to translate vague college goals and student aspirations into useful designs for study. (MJK)

ED 111 455 JC 750 474
Morrison, James L. And Others
Compensatory Education in the Community College: An Interactionist Approach. Topical Paper No. 52.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Note—60p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—*Affective Behavior, Cognitive Development, *Compensatory Education, Compensatory Education Programs, Educationally Disadvantaged, Interaction, *Junior Colleges, Learning Motivation, Low Achievers, Models, *Peer Relationship, Remedial Programs, *Small Group Instruction

The community college has become the institution of higher education which implements the American "open class" ideology, providing an opportunity for students to learn and advance themselves socially and occupationally. Evaluative research concerning compensatory education programs in the community college indicates that such programs have not been highly successful in welcoming and encouraging those who have a history of failure in traditional schools. Most such programs have dealt solely with erasing cognitive deficiencies, but an effective program must address the affective domain as well. By emphasizing the development of small, cohesive learning groups which have norms of communication and support, and which are open to the distribution of authority and the shared responsibility for learning, the interactionist approach addresses both cognitive and affective domains. A general theoretical rationale is presented for establishing an interactionist compensatory educational program, by reviewing current programs, and examining the relationship between various affective components and academic performance. Then, a model program is presented, including a step-by-step group development and skill-building design tested and refined in community colleges. A bibliography is appended. (NHM)

ED 111 469 JC 750 490
Brawer, Florence B.
The Humanities in Two-Year Colleges: The Faculty in Review.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Note—52p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—College Curriculum, *College Faculty, Doctoral Degrees, Graduate Study, *Humanities, *Humanities Instruction, Inservice Teacher Education, Job Satisfaction, *Junior Colleges, *Literature Reviews, Part Time Teachers, Teacher Attitudes, Teacher Qualifications, Teacher Salaries

This monograph reviews the faculty teaching the humanities in two-year colleges: their backgrounds and preparation, involvement with inservice training, job satisfaction, attitudes and values, and approaches to curriculum and instruction. Information was derived by an extensive search of the literature. Materials were identified by scanning 34 sets of bibliographic indexes for publications of the past 10 years, along with the catalogues of the UCLA University Library, and by asking association and institutional heads for unreported studies. The preparation sequence leading to a specialized competence is frequently seen as inappropriate for the tasks of teaching in an open-door institution. Holders of doctorate degrees have difficulty in obtaining positions because they are priced too high. Part-time faculty paid at a relatively low hourly rate are being employed in increasing numbers. But opportunities are opening for constructive inservice training. The major foundations and federal funding agencies are becoming increasingly aware of faculty in these institutions. And, most important, a professional consciousness is developing within the faculty as they form their own subgroups within the major disciplinary organizations and seek to take control of the conditions of their work. A bibliography is appended. (NHM)

ED 115 315 JC 750 593
Jones, Emmett L. And Others
Mastery Learning: A Strategy for Academic Success in a Community College. Topical Paper No. 53.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—TP-53
Pub Date—Dec 75
Note—54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Academic Achievement, Instructional Improvement, *Junior Colleges, *Low Ability Students, *Mastery Learning, *Performance Based Education, Program Descriptions, *Teaching Methods
Identifiers—Olive Harvey College

This paper describes the implementation of a Mastery Learning approach to instruction at Olive-Harvey College (OHC) in Chicago, and outlines planning and operating procedures for its implementation at other institutions. This approach was attempted at OHC as a response to the decreasing abilities of entering students, after many other innovative techniques had been tried with limited success. The Mastery Learning strategy rested on a foundation of fundamental propositions about learning, and seemed specially in accord with the community college's philosophic emphasis on instruction. The paper describes the development of course objectives, establishment of achievement criteria, definition of learning units and identification of learning elements, and the construction of diagnostic tests and prescriptive remedial materials. In general, the Mastery Learning approach has been judged successful at OHC; although some problems have been encountered, a greater level of achievement has been attained by students in Mastery Learning classes. Mastery Learning has permitted traditional group instruction within the fixed academic calender. It has not required administrative restructuring, complex instructional hardware, curricular change, or a large budget allocation; thus it lends itself to implementation in many different college situations. (BB)

ED 115 316 **JC 750 594**

Lombardi, John

Part-Time Faculty in Community Colleges. Topical Paper No. 54.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TP-54

Pub Date—Dec 75

Note—62p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Attitudes, Collective Bargaining, College Faculty, Faculty Organizations, Faculty Recruitment, *Junior Colleges, *Part Time Teachers, *Salary Differentials, Teacher Attitudes, Teacher Education, Teacher Qualifications, *Teacher Welfare, Teaching Load

The number of part-time faculty in the community college has dramaticallV increased in recent years. The trend to hire more part-time instructors will likely continue, due to the increasing numbers of part-time students, the movement toward off-campus classes in scattered locations, and the growing numbers of unemployed college graduates with teaching majors. Meanwhile, important issues related to part-time faculty are being debated: pay of part-time instructors, the number of day part-time faculty and their ratio to full-time instructors, their inclusion or exclusion as members of the bargaining unit where collective bargaining exists, and their rights and responsibilities in the department and in the college. The author delineates the different perspectives on these issues held by administrators, and full-time and part-time faculty. The present situation is described in the major sections of the paper: definition, number, sources, qualifications, academic preparation, experience, workload, and wage rates of part-time instructors. He concludes with the implications of these data on the future of community colleges and their staffs. (Author/RL)

ED 118 205 **JC 760 134**

Vaughan, George B. And Others

Consumerism Comes to the Community College. Topical Paper No. 55.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Report No.—TP-55

Pub Date—Mar 76

Note—38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Community Colleges, Community Relations, Educational Trends, Information Needs, *Junior Colleges, Legal Responsibility, Occupational Information, *Publicize, *Public Relations, *Recruitment, School Community Relationship, *School Publications

Identifiers—*Consumerism

As interest on the part of federal and state agencies increases, and legislation is enacted to prevent consumer abuse in higher education, institutions must recognize that students, as well as taxpapers, are consumers of higher education, and that the educational marketplace must concern itself with fair practices, much as business and industry have done in the past several years. The first section of this paper is a philosophical overview of the effect of consumerism in the community college. Some reasons for the development of consumer problems in community colleges are outlined, and a rationale for committing institutional resources to deal with them is given. The second and third sections deal with constructive suggestions of student affairs specialists at two community colleges (one rural and one urban institution) for facing the problems that consumerism presents to post-secondary education. Focuses include: the need for quick action; the need to gather accurate, relevent, and useful data concerning job descriptions and future job opportunities; the need to present both positive and negative information about the college facilities and atmosphere; and the need to explore various means of dispersing such information to interested members of the community. (Author/NHM)

ED 119 759 **JC 760 152**

Brawer, Florence B.

Characteristics of Social Science Instructors in Two-Year Colleges.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Comparative Analysis, Humanities Instruction, Instructional Staff, *Junior Colleges, *National Surveys, *Social Sciences, Teacher Background, *Teacher Characteristics

A national survey of 1,493 humanities faculty at 156 two-year colleges was conducted in spring 1975. The colleges included in the sample were carefully selected in terms of locale, control, emphasis, size, and age, and the faculty sample included proportionate numbers of full- and part-time faculty members. This paper compares social science instructors in the sample to the total group of faculty. Social science instructors represented the second smallest of the 11 selected subgroups–46 people, or 3 percent of the total. A variety of teaching responsibilities were represented in the subgroup, including general social science, geography, cultural geography, ethnic studies, and political science. College majors of the sample also varied, including social studies, geography, education, history, and political science. Although only 25.9 percent of the total sample had been students in two-year colleges, 32.6 percent of this subgroup had been. The ratio between male and female instructors was about the same for the total sample and for this group, but a larger percentage of this group represented ethnic minorities. Information on age, research, professional development, affiliations, and teaching duties is also summarized, and compared to the characteristics of the total sample. (Author/NHM)

ED 119 760 **JC 760 153**

Brawer, Florence B.

Characteristics of Two-Year College Political Scientists.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Note—10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Comparative Analysis, Humanities Instruction, Instructional Staff, *Junior Colleges, *National Surveys, *Political Science, Teacher Background, *Teacher Characteristics

A national survey of 1,493 humanities faculty at 156 two-year colleges was conducted in spring 1975. The colleges included in the sample were carefully selected in terms of locale, control, emphasis, size, and age, and the faculty sample included proportionate numbers of full- and part-time faculty members. This paper compares political science instructors in the sample to the total group of faculty. Nine percent (139) of the total sample indicated law/government as their field. Most of these people predominately taught political science or administration of justice, but in many cases, they also taught history and even social science courses. Most of these instructors held their highest degree in political science (61.9 percent), but significant numbers had majored in history, education, and law. As a group, the political scientists were fairly similar to the total sample. Almost all (89.2 percent) were white/Caucasians, and the largest percent–87.8–were males, compared with the ratio of 66 percent males in the total sample. Many (23.7 percent) said they were working on their doctorates. Information of age, research, professional development, affiliations, and teaching duties is also summarized, and compared to the characteristics of the total sample. (Author/NHM)

ED 119 761 **JC 760 154**

Brawer, Florence B.

Who Teaches History in the Two-Year College?

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Note—10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Comparative Analysis, *History Instruction, Humanities Instruction, Instructional Staff, *Junior Colleges, *National Surveys, Teacher Background, *Teacher Characteristics

A national survey of 1,493 humanities faculty at 156 two-year colleges was conducted in spring 1975. The colleges included in the sample were carefully selected in terms of locale, control, emphasis, size, and age, and the faculty sample included proportionate numbers of full- and part-time faculty members. This paper compares history instructors in the sample to the total group of faculty. Sixteen percent (246) of the total sample were history instructors, the second largest of the 11 selected subgroups. As a group, the historians were fairly similar to the total sample. Most (82.9 percent) held their highest graduate degree in history. Most (78.5 percent) were male. Almost all (92.7 percent) were white/Caucasian. Many (31.3 percent) said they were working on doctorates. This represents the largest number in any one field indicating movement toward a higher degree. Forty-eight percent fell into the young or middle age groups, so it is not surprising that 38.6 percent claimed no previous experience as instructors of administrators in secondary schools, as compared with 41.4 percent of the total. Information on research, professional development, affiliations, and teaching duties is also summarized, and compared to the characteristics of the total sample. (Author/NHM)

ED 122 872 **JC 760 254**

Roueche, John E. And Others

Time as the Variable, Achievement as the Constant: Competency-Based Instruction in the Community College. "Horizons Issues" Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—51p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N. W., Washington, D.C. 20036 ($5.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—College Instruction, Community Colleges, Curriculum Development, *Educational Accountability, Educational Objectives, Humanistic Education, Individualized Instruction, *Junior Colleges, *Models, *Performance Based Education

Competency-based instruction provides the mechanism necessary to implement the democratic and humanitarian philosophies espoused by community colleges. This document discusses the need for competency-based instruction, identifies instructional methods, and provides insights into the curricular ends of this type of instruction. An instructional methodology for competency-based instruction is presented in a five-phase model involving: (1) analysis of course requirements; (2) development of objectives; (3) preparation of instruction; (4) presentation of instruction; (5) evaluation and validation. These five phases are dynamically linked by feedback. Next, procedures for deciding what competencies ought to be acquired are identified. Finally, five advantages of competency-based instruction are discussed, including: (1) humanism; (2) developing student personhood; (3) accomodating the adult learner; (4) providing equality of educational opportunity; and (5) providing educational accountability. (NHM)

ED 122 873 JC 760 255
Moore, William, Jr.
Community College Response to the High-Risk Student: A Critical Reappraisal. "Horizons Issues" Monograph Series.
American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—60p.
Available from—American Association of Community and Junior Colleges, One Dupont Circle, N. W., Washington, D. C. 20036 ($5.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Community Colleges, Counseling, Culturally Disadvantaged, *Educationally Disadvantaged, *Junior Colleges, *Low Achievers, Low Motivation, Minority Groups, *Program Effectiveness, *Remedial Instruction, Remedial Programs, Research Needs, Self Concept
Identifiers—*High Risk Students

It is a widely accepted fact that community and junior colleges have a special commitment to serve students who in other types of higher educational institutions would be considered high risks because they are less likely than other entrants to complete their chosen programs of study. Professor Moore makes clear that the commitment, though well accepted, is ineffectively accomplished. Whether the community college is really able to define or cure academic deficiencies has not been confirmed with hard, unequivocable evidence. The current popular ideas about what causes low achievement in specific groups of students, such as the belief that the students are culturally disadvantaged, have negative self-concepts, and lack motivation; and the current correctives–remedial instruction and therapeutic counseling–are often inappropriate and ineffective. As corrections for the problem, Moore recommends an emphasis on community college teacher preparation, institutional reexamination of selection and admissions procedures, increased faculty advising of high risk students, and increased policy flexibility. A bibliography is appended, and a chapter identifying research needs in this field is included. (Author/NHM)

ED 125 681 JC 760 356
Cohen, Arthur M.
The Faculty Member as Recluse.
Pub Date—14 Jun 76
Note—19p.; Keynote speech presented at the Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, June 14-16, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Freedom, *College Faculty, Community Colleges, Educational Innovation, Instructional Staff, *Junior Colleges, Part Time Teachers, *Teacher Alienation, *Teacher Attitudes, Teacher Behavior, *Teacher Participation, Teaching Methods

Community college instructors have, of their own volition, isolated themselves from the academic disciplines in which they were trained, from the universities and the secondary schools, and from the broad currents of the two-year colleges. This reclusive complex stems from three phenomena, one relating to the teacher as human being and academician, another to recent developments in the community college field, and the third to teaching itself. As an academician, the community college instructor prides himself on privacy and teaching self-sufficiency. Because of this, instructors are reluctant to consider ideas posed by anyone outside of their own teaching environments. Furthermore, community college instructors are often divorced from contact with others in their own disciplines, read few scholarly or professional journals, and are unlikely to join professional associations. Regarding trends in the community college field, community college instructors tend to ignore part-time faculty in their own fields, and, because of the growing average size of institutions, see themselves as isolated from other groups in the college community. Because teaching innovations have gone largely unrewarded in the past, faculty tend to be static in their methods, and to ignore or reassign innovators to instructional coordinator classifications. (Author/NHM)

ED 125 702 JC 760 377
About the Faculty; A Brief Highlighting Important Literature Since 1971 on Faculty Characteristics, Attitudes, Satisfaction, Preparation, Evaluation, and Collective Bargaining.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 76
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*College Faculty, Community Colleges, Faculty Evaluation, Job Satisfaction, *Junior Colleges, *Literature Reviews, Part Time Teachers, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Characteristics, Teacher Education, Teaching Load

This document presents a compilation of abstracts of the various published and unpublished materials written about community college faculty since 1971. The abstracts are divided into eight categories: (1) comprehensive sources, (2) faculty characteristics (personality, attitudes, values, and satisfaction), (3) faculty preparation and staff development, (4) faculty evaluation, (5) faculty workload, (6) faculty-administrator relationships, (7) part-time faculty, and (8) miscellaneous. A short synopsis of what the literature tells us is also included. (DC)

ED 128 048 JC 760 485
Brawer, Florence B.
Satisfaction and Humanities Instructors in Two-Year Colleges. Topical Paper No. 56.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 76
Note—46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*College Faculty, Community Colleges, Humanities, *Job Satisfaction, *Junior Colleges, National Surveys, Personality Studies, *Teacher Characteristics

This paper reports the results of a study designed to answer questions regarding job satisfaction among two-year college faculty and its relationship to common demographic variables. Respondents to a nationwide survey of 1,493 humanities faculty and 505 non-humanities faculty in 156 two-year colleges were grouped into high, medium, or low satisfaction groups, based on responses to certain questionnaire items which allowed construction of a Satisfaction Index. Among the findings of the study with regard to humanities faculty were: (1) ethnicity and satisfaction seem unrelated, although age is related; (2) sex has little bearing on degree of satisfaction; (3) very little difference exists between full- and part-time faculty relative to satisfaction; and (4) more members of high satisfaction groups are found in public colleges, fewer in private institutions. Study findings with regard to non-humanities faculty are also reported and discussed. It is suggested that the construct of satisfaction is a function of the person (personality correlate) as much or perhaps to a greater degree than it is a reaction to the work place (situational response). A review of the literature on job satisfaction and a bibliography are included. (Author/JDS)

ED 128 049 JC 760 486
Brawer, Florence B.
Functional Potential: A New Approach to Viewing Faculty. Topical Paper No. 57.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 76
Note—48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*College Faculty, Community Colleges, Humanities, *Junior Colleges, National Surveys, *Personality Studies, Personality Theories, Psychometrics, *Teacher Characteristics
Identifiers—*Functional Potential

This paper reports the results of a study of two-year college faculty relative to Functional Potential (FP), a personality variable forming the core of a model of the person, which describes the degree to which a person is able to tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity. Subjects of the study were 1,493 two-year college humanities faculty, representing a nationwide sample. Based on responses to specific survey items, respondents were assigned to either high, medium, or low FP groups. Results showed that more people in the high FP group tend to become involved in activities, are more concerned about students and faculty, and are more related. Statistically significant associations were found between the FP groups and Research Orientation, Curriculum/Instruction, University as a Reference Group, Preference for Further Preparation, Concern for Students, and Concern for the Humanities. For a control group of 505 non-humanities faculty, significant associations pertain to FP and Satisfaction, Research Orientation, Curriculum/Instruction, Concern for Students, and Concern for the Humanities. Because of notable differences between high and low FP groups in certain areas, it is felt that the hypothesis of FP as a basic and almost pervasive personality dimension holds clearly. (Author/JDS)

ED 129 353 JC 760 514
Lombardi, John
No- or Low-Tuition: A Lost Cause. Topical Paper No. 58.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 76
Note—46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Community Colleges, Educational Finance, Educational History, Educational Opportunities, *Educational Policy, Fees, *Junior Colleges, *Open Enrollment, *Student Costs, *Tuition

Almost from the beginning of the junior college movement, its educational leaders emphasized the desirability of maintaining a no-tuition policy in order to extend free public education through the first two years of college. However, at no time in the 75 year history of public two-year colleges has there been widespread acceptance of the no- or low-tuition policy. Periodically, state laws have prohibited tuition but all of them have been amended or circumvented, allowing colleges to impose fees. Today, no state prohibits the charging of tuition and/or fees. Tuition/fees in two-year colleges average from 50% to 60% of those charged in four-year colleges. Average tuition and fees in 1974-75 have been variously estimated at $263 to $337. For the majority of students nationally they range from $0-$99 (low) to $100-$299 (moderate), but for the majority of colleges they are moderate to high ($300-$499). Tuition rises annually at a rate of 15% or more and by 1980 will average $400. What effect tuition will have on the ideal of the "open door" depends on the amount of state and federal grants to institutions with limited incomes. It seems reasonable to expect that as tuition rises to the $400-$800 range, a large number of students from low income families will be unable to attend the two-year college. (Author/JDS)

ED 130 693 JC 760 572
Dziuba, Victoria, Ed. Meardy, William, Ed.
Enhancing Trustee Effectiveness. New Directions for Community Colleges, No. 15.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—109p.
Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($5.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Bibliographies, *Board Administrator Relationship, Community Colleges, Educational Finance, Educational Legislation, Females, Futures (of Society), *Governing Boards, *Junior Colleges, Legal Problems, Legal Responsibility, Policy Formation, Political Influences, Presidents, Self Evaluation, *Trustees
Identifiers—Lobbying, Trustee Responsibility, *Trustee Role, Trustee Selection

The challenges facing governing boards today have never been greater. Financial constraints, as well as legal questions, increases in teacher militancy, collective bargaining, affirmative action, and other thorny issues, make the job of the trustee increasingly complex. The 16 articles in this sourcebook examine the role of the community college trustee and present recommendations for improving trustee effectiveness. The authors recommend that trustees become more aware of the legal problems inherent in their jobs; that they become skilled in working with state and federal legislators in achieving institutional goals and in curtailing the ever-increasing state domination of community college decision-making; that they engage in continuing self-evaluation; that they work with the president as a management partner, rather than as an adversary; and that they eschew written policies and allow the president maximum flexibility. Also presented are: (1) predictions of the future course of undergraduate education, (2) a cost/benefit analysis of appointing trustees versus electing them, (3) a self-evaluation instrument for trustee use, (4) guidelines for achieving financial stability, (5) suggestions for improving the effectiveness of board meetings and of female board members, and (6) a review of additional pertinent literature and a bibliography. (Author/DC)

ED 130 721 **JC 760 602**
Schlesinger, Sue H., Ed.
The Humanities in Two-Year Colleges: Faculty Characteristics.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—76
Note—71p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Affirmative Action, *College Faculty, Community Colleges, *Humanities, Job Satisfaction, *Junior Colleges, Part Time Teachers, Personal Values, Self Actualization, *Teacher Attitudes, *Teacher Characteristics, Teaching Conditions, Teaching Quality

Contained in this document are the results of nine studies in which various aspects of two-year college faculty were investigated. Data used in the studies were obtained from a 1975 nationwide study of 1,998 two-year college faculty, of whom 1,493 were humanities instructors and 505 were non-humanities faculty members. The areas investigated include: (1) characteristics of the well-functioning faculty member; (2) characteristics of outstanding instructors; (3) identification of interdisciplinary instructors; (4) part-time humanities instructors; (5) faculty attitudes toward affirmative action; (6) a comparison of fine arts instructors and social scientists; (7) dominant faculty values; (8) faculty preferences for self-actualization versus salary; and (9) job satisfaction and working conditions. The investigators were: Victor Cruz-Cardona, Andrew Hill, Don Karvelis, Rose-Lise Obetz, Sue H. Schlesinger, Eleanor Hammer, Josephine M. Fay, Len O'Hara, and Jack Friedlander. (JDS)

ED 130 746 **JC 760 630**
Kintzer, Frederick C.
Articulation and Transfer. Topical Paper No. 59.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Note—50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Advanced Placement, *Articulation (Program), College Credits, Computers, Educational Coordination, External Degree Programs, *Government Role, *Higher Education, High Schools, Junior Colleges, *Post Secondary Education, State Action, *Transfer Policy, Upper Division Colleges
Identifiers—Experiential Learning

The focus of this paper is on major trends influencing articulation and transfer, with primary attention given to statewide influences in translating various features of experiential learning into formal credits. Eleven major trends affecting articulation/transfer are identified and discussed. These include (1) increasing control of public education by state governments; (2) interest and involvement of the federal government and national agencies; (3) diversified advanced placement allowances; (4) work experience applied toward university or community college degrees; (5) development of external degree programs associated with new or existing systems of postsecondary education, and degree programs offered by non-educational organizations; (6) alternative grading procedures; (7) expansion of multi-unit systems; (8) creation of upper-division or upper-level universities; (9) curricular diversity [illegible]ll types of institutions; (10) improved computer technology applied to the process of articulation and transfer; and (11) greater attention to community college-high school articulation. The education profession is under pressure to establish uniform equal access and opportunity so as to allow students to pursue individual educational goals. Professional educators at the institutional level are best able to establish policies toward that end. (Author/JDS)

ED 131 873 **JC 760 633**
Silberman, Harry F., Ed. Ginsburg, Mark B., Ed.
Easing the Transition from Schooling to Work. New Directions for Community Colleges, Number 16.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—125p.
Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($5.00)
Journal Cit—New Directions for Community Colleges; v4 n4 Winter 1976
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Career Education, College Students, Community Colleges, Educational Trends, Employment, Foreign Countries, *Junior Colleges, *Post Secondary Education, Student Characteristics, *Student Problems, *Vocational Adjustment, Work Attitudes, *Work Experience Programs

The transition from schooling to work has been recognized as a difficult one. As society has become more modernized, the problem of transition has become even more aggravated. American postsecondary education has a role to play in making this transition less difficult, and in integrating the educational process into the world of work. This sourcebook focuses on the problems associated with transition and suggests some possible facilitating steps that educational institutions, particularly community colleges, might take. The articles presented deal with the issues associated with school-to-work transition: alienation of young people, the need for affective career education, work experiences for youth, cooperative education, placement services and career development, international examples of school-to-work transition, and factors influencing the growth and decline of higher education. A review of additional pertinent literature and a bibliography are provided. Contributors include: Harry F. Silberman, Edward Wynne, Evan R. Keislar, Robert Meeker, Jane S. Permaul, Mark B. Ginsburg, James C. Taylor, Charles C. Healy, Paul E. Barton, David O'Shea, John N. Hawkins, Thomas J. LaBelle, Brooks Carder, Janet Lieberman, Marcia Freedman, Robert S. Bolan, Stephen J. Carroll, Peter A. Morrison, and Lewis C. Solmon. (JDS)

ED 136 847 **JC 770 186**
Hammons, James O., Ed.
Changing Instructional Strategies. New Directions for Community Colleges, Number 17.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—112p.
Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($5.00)
Journal Cit—New Directions for Community Colleges; v5 n1 Spr 1977
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Change Agents, *Change Strategies, College Deans, College Faculty, Community Colleges, Consultants, Faculty Organizations, Inservice Teacher Education, *Instructional Improvement, *Instructional Innovation, *Junior Colleges, Organizational Climate, Presidents, Staff Improvement, Teaching Methods, Trustees, Universities

The articles contained in the first half of this volume are by community college practitioners who have sought to stimulate instructional change. Articles in the second half of the volume suggest several different strategies for implementing needed change. Topics discussed include a brief history and analysis of factors working for and against instructional change in the two-year college; a faculty member's personal evolution toward use of innovative instructional methods; the role of the department chairperson, the dean, the president, and of trustees in facilitating instructional change; faculty-determined, faculty development programs focusing on development of more effective instructional modes; the importance of an organizational climate conducive to instructional change; the role and effective use of external consultants; the role of the university in supporting instructional change in community colleges; the role of a staff development committee in facilitating change; and, the future of instructional change. A review of pertinent literature and a bibliography are included. Contributors include: James O. Hammons, Sharon B. Jaggard, Wanda E. Thomas, Dan N. Stallings, Thomas M. Hatfield, Malcolm Pennypacker, Walter Hunter, Alberta Goodman, Raymond E. Schultz, Terry H. Smith Wallace, and Elizabeth Rinnander. (JDS)

ED 136 880 **JC 770 219**
Lombardi, John
Noncampus Colleges: New Governance Patterns for Outreach Programs. Topical Paper No. 60.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—TP-60
Pub Date—Mar 77
Note—80p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrative Organization, Community Colleges, *Educational Facilities, Educational Finance, Enrollment, Governance, *Junior Colleges, *Organizational Effectiveness, Outreach Programs, Part Time Students, Part Time Teachers, *Post Secondary Education, Special Programs, Student Characteristics, Teaching Methods
Identifiers—Chicago City Wide College IL, Chicago Urban Skills Institute IL, Coastline Community College CA, Community College of Vermont, *Noncampus Colleges, Peralta College for Nontraditional Study CA, Pioneer Community College MO, Whatcom Community College WA

This paper examines the characteristics of an emerging new type of postsecondary institution, the noncampus college–its facilities, learning activities, organization, financing, students, faculty, and special problems. While maintaining traditional curricular offerings and classroom instructional patterns, noncampus colleges dispense with the fixed campus in favor of rented and donated facilities in many locations. The eight existing noncampus colleges vary in their responsibilities; some provide a full range of academic and occupational programs within a geographically large service area, while others are limited to special types of programs or consolidate all off-campus instruction within a multi-campus district. All maintain a headquarters for administrative and support services. Noncampus colleges exist to serve nontraditional students, particularly adult part-time students, and thus may emphasize alternative learning experiences and instructional methods such as televised instruction or contract learning. However, they remain classroom oriented, and appear unlikely to embrace the external degree or college without walls format. Despite some problems, noncampus colleges provide an efficient and flexible organizational pattern for postsecondary outreach efforts. (JDS)

ED 139 444 **JC 770 235**
Crandall, Deborah
The Personal Liability of Community College Officials. Topical Paper No. 61.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 77
Note—50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Administrative Personnel, Boards of Education, Civil Liberties, Community Colleges, *Court Cases, Court Litigation, Due Process, Federal Legislation, *Governing Boards, *Junior Colleges, Legal Problems, *Legal Responsibility, Post Secondary Education, Private Colleges, Public Officials, School Law, Trustees
Identifiers—Board of Regents v Roth, Civil Rights Act of 1871, Hostrop Decision, Perry v Sindermann, *Personal Liability, Shirley v Chagrin Falls Board of Education, Smith v Losee, *Tort Liability, Wood v Strickland

The personal liability of community college administrators and trustees hinges on the judicial interpretation of 42 USC Section 1983, the Civil Rights Act of 1871. That federal statute allows individuals such as students and teachers to recover money damages from those state officials who have violated their federal rights. Addressed to the nonlegal-scholar, this paper was designed to inform community college officials of their potential liabilities as public officials and to provide useful background information through a review of pertinent cases. Topics covered include: (1) why sue the official in his individual capacity? (2) the immunity standard prior to 1974; (3) the new standard of official immunity as set forth in Wood v. Strickland; (4) some related issues (what about private junior college officials? who pays the attorneys? what about insurance?). This paper is recommended to all community college officials concerned about the constitutional validity of their actions and/or personal financial loss. (Author)

ED 139 493 JC 770 317
Gross, Alan G.
Community College Institutional Research Today. Topical Paper No. 62.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 77
Note—49p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Bibliographies, Community Colleges, *Institutional Research, Job Analysis, *Junior Colleges, Professional Recognition, *Research Criteria, *Research Directors, Researchers, Research Needs, *Research Reviews (Publications), Research Skills, Research Utilization, Standards, State of the Art Reviews

This paper reports on the current status of institutional research (IR) in community colleges. Studies indicate increased IR involvement in the last ten years, with the most recent research suggesting that 39% of the community colleges have IR programs; yet the typical institutional researcher still exists at the lowest level of staff administration and generally possesses few research skills. Types of studies which are most frequently conducted by institutional researchers, in rank order, include studies of students, curriculum and programs, institutional operations, faculty, and student personnel services. Sixteen representative studies are reviewed in this paper in order to provide models for beginning offices of IR. Criteria by which the studies are reviewed include purpose, results, prime sponsor, skills required in preparation, awareness of relevant literature, and examination of evidence that the study was successful in making institutional changes. In addition, the essential components of three successful institutional research programs are reviewed and compared, serving to illustrate coherent IR efforts. It is noted that the quality of community college IR depends not only on the individual institutional researcher, but also on the development of national standards of excellence. An extensive bibliography is included. (JDS)

ED 140 900 JC 770 344
Baird, Leonard L., Ed.
Assessing Student Academic and Social Progress.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—118p.
Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($5.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Academic Achievement, Community Colleges, Community Services, Educational Assessment, *Evaluation Methods, Followup Studies, Grades (Scholastic), *Junior Colleges, Learning Characteristics, Measurement Techniques, Needs Assessment, Program Effectiveness, Program Evaluation, Socioeconomic Influences, Standardized Tests, *State of the Art Reviews, *Student Evaluation, *Student Testing, Transfer Students, Vocational Education

Assessment of student progress in community colleges is necessary for several reasons; among them are accountability to the public, improvement of decision-making for both students and educators, and planning and evaluation of curricula. This sourcebook focuses on various types of student progress-vocational, social, academic, transfer-and on problems associated with their assessment, reviews techniques varying from tests of all kinds to interviews and surveys that have been utilized to date, and suggests alternative ways in which student progress can be measured. The articles presented deal with alternative modes of assessing academic achievement, evaluating student readiness for further education, the use of different assessment techniques and policies for evaluating different types of transfer students, evaluating student preparation for work and the efficacy of occupational programs, important affective and socioeconomic considerations in assessing student progress, and evaluating the college in terms of its service to the community. A review of additional pertinent literature and a bibliography are included. Contributors include: Oscar Lenning, Clifford Lunneborg, S. V. Martorana, Richard Rinehart, Brent Mack Shea, Jane Matson, and Leonard Baird. (JDS)

ED 140 909 JC 770 354
Heermann, Barry
Experiential Learning in the Community College. Topical Paper No. 63.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 77
Note—84p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Activity Learning, Adult Education, Community Colleges, Equivalency Tests, Experimental Colleges, *Junior Colleges, *Learning Experience, Learning Modalities, Nontraditional Students, Post Secondary Education, *Program Development, *Student Evaluation, Student Experience
Identifiers—*Experiential Learning

This monograph argues the need for incorporating experiential learning of many types into two-year college education. Experiential learning falls into two broad categories, learning through life experience or nonsponsored prior learning, and sponsored learning which is incorporated into institutional programs designed to give students direct experience in integrating and applying knowledge. Several examples are used to illustrate the essential components of sponsored programs and a detailed discussion on recognition, assessment, and crediting nonsponsored experiential learning is given. It is noted that accepting the idea that learning takes place in locations other than the college campus is one thing while providing opportunities for such education is quite another. Specific requirements for a successful sponsored learning program include but are not limited to careful planning, systems design, energy, enthusiasm, and the knowledge, skills, attitudes, and support of faculty, counselors, administrators, and other participants. The College Without Walls at Sinclair Community College (Ohio) is described to illustrate the operation of a comprehensive experiential learning program. Experiential learning assessment forms are appended and a bibliography is included. (JDS)

ED 140 927 JC 770 372
Sanchez, Bonnie, Comp.
About Community College Community Education and Community Services. A "Brief" Highlighting Important Literature since 1965 about Community Education and Community Services in the Community College.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 77
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Community Colleges, *Community Education, *Community Service Programs, Community Services, *Community Surveys, *Junior Colleges, *Literature Reviews, Needs Assessment

An introductory overview of community education in the community college provides a definition, and reviews the participants, activities, facilities, cooperative aspects, needs assessment and evaluation, funding, and organization and administration of such programs. The annotated bibliography of significant literature since 1965 which follows contains 40 references drawn from both published and unpublished materials, including the journal literature and the ERIC document collection. The bibliography is divided into five sections: Comprehensive Sources, Community Education, Community Services, Community Service Programs, and Community Surveys. (BB)

ED 140 928 JC 770 373
Alvarado, Andrew, Comp.
About Community College Finance. A "Brief" Highlighting Important Literature since 1973 about Finance in the Community College.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 77
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Community Colleges, Community Resources, *Educational Finance, Expenditure Per Student, Federal Aid, Financial Problems, *Financial Support, Grants, *Junior Colleges, *Literature Reviews, State Aid

An introductory overview of community college finance provides an outline of current funding patterns, sources of income, resource development efforts, current financial problems, and proposed solutions. The annotated bibliography that follows contains 27 references drawn from both published and unpublished sources including the journal literature, published books, and ERIC documents. The bibliography is divided into six sections: Comprehensive Sources, Financial Planning, Expenditure Per Student, State and Federal Support, Grants Support, and Community Resources. (BB)

ED 140 929 JC 770 374
Rinnander, Elizabeth, Comp.
About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 77
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Community Colleges, Females, Handicapped Students, Junior Colleges, *Junior College Students, *Literature Reviews, Minority Groups, Older Adults, Part Time Students, Prisoners, Program Descriptions, *Student Characteristics, *Student Needs, Veterans, Vocational Education, Womens Education

A total of 39 references to both published and unpublished materials drawn from a variety of sources are presented in this annotated bibliography. The materials included represent the most significant current literature on the diverse nature and characteristics of two-year college students, their special needs, and the programs developed to meet these needs. The bibliography is divided into nine sections: Comprehensive Sources, Vocational Students, Ethnic Minority Students, Handicapped Students, Part-Time Students, Prisoners and Parolees, Senior Citizens, Veterans, and Women Students. Preceding the bibliography is a brief summary of 14 significant findings synthesized from the included literature and 11 important questions concerning two-year college students and program effectiveness for which the literature does not provide answers. (BB)

ED 142 264 JC 770 395
Sanchez, Bonnie, Comp.
About Community College Remedial and Developmental Education; A Brief Highlighting Important Literature Since 1968 on Remedial and Developmental Education in the Community College.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptor[illegible]—*Annotated Bibliographies, Basic Skills, [illegible]munication Skills, Community Colleges, *[illegible]elopmental Programs, *Educationally Disadv[illegible], *Junior Colleges, Low Ability [illegible]edial Instruction, Remedial Math-[illegible]dial Programs, Remedial Reading, [illegible]Writing Skills

[illegible] of remedial education in the community college has become more urgent with the establishment of open admissions, as is demonstrated in this annotated bibliography. Types of students, their selection into remedial instruction, the experimentation in programs, methods of instruction, and indications of program effectiveness are summarized in the introductory overview. The bibliography compiles 49 references to published and unpublished materials, and consists of eight sections: General Sources; Remedial Education; Developmental Education; Basic Skills; English, Reading and Composition; Communication and Oral Skills; Mathematics; and Science. (RT)

ED 143 393 JC 770 417
Raines, Max R.
Developing Constituency Programs in Community Colleges.
American Association of Community and Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—70p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Students, Behavior Theories, Community Colleges, *Community Surveys, *Junior Colleges, Junior College Students, *Measurement Techniques, *Needs Assessment, Nontraditional Students, Program Development, *Program Planning, Psychological Needs, *Student Needs
Identifiers—Charette, Delphi Technique, Nominal Group Process, Transactional Evaluation

After an examination of societal currents leading up to the student revolution of the sixties, the author develops a theoretical concept of needs assessment. Assuming that effective needs assessment and program planning depends on the success of simulating the "needing" process of constituents, he divides community college clientele into two types: the "idiographic" or individual-centered, and the "nomothetic" or societally centered. These types are then explored along behavioral transaction patterns that result from their identified needs states. The interactive or transactional approach is next applied to needs assessment techniques including the task force approach, the Nominal Group Process, the Delphi Technique, the Transactional Evaluation Model, and the Charette. Omnibus and targeted surveys are then examined in relation to general and specialized clientele, including the handicapped, senior citizens, Latins, Blacks, and Native Americans. Finally, a strategic planning model is presented which can facilitate program development for new constituencies. (RT)

ED 143 394 JC 770 418
Rinnander, Elizabeth, Comp.
About the Curriculum.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, Community Colleges, Curriculum Design, *Curriculum Development, Curriculum Evaluation, Curriculum Guides, *Curriculum Planning, Ethnic Studies, Interdisciplinary Approach, *Junior Colleges, *Literature Reviews, Program Development, Teacher Role, Vocational Education

This brief highlights important literature since 1967 on community college curriculum and instruction. It consists of eight sections: Comprehensive Sources; Involving Faculty in Curriculum Development; Planning for New Curricula; Sample Curriculum Guides; Vocational/Technical Curricula Program Descriptions; Curriculum Evaluation; Interdisciplinary Curricula; and Ethnic Studies. The review is based on references to both published and unpublished materials from a variety of sources, including books, the ERIC files, and journals in the field. (Author/RT)

ED 143 395 JC 770 419
Terrey, John N.
A Trustee Reading List: A Bibliographic Essay.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, Board of Education Role, Budgeting, Collective Bargaining, College Administration, College Planning, College Role, Community Colleges, Decision Making, Educational Finance, *Governance, Governing Boards, *Junior Colleges, Management, *Orientation Materials, Presidents, School District Autonomy, *Trustees
Identifiers—*Trustee Role

This reading list is intended to introduce to community college trustees the rich store of material available to a person who wishes to become–and remain–well informed about community colleges and the important public service role of trustees. It includes an annotated bibliography of pertinent periodicals and newspapers, as well as abstracts of documents on the subjects of: (1) the role of the community college in American education; (2) the role of the trustees; (3) the relationships of state and local boards; (4) governance; (5) collective bargaining; (6) educational issues (improving instruction, methods of educational finance, utilization of part-time faculty, etc.); (7) management; (8) planning and policy making; and (9) zero-base budgeting. The bibliography concludes with three ways trustees might function, and seven practices that presidents should follow in working with the board. In order to preserve the time of the trustee significant items have been identified with an asterisk, and materials within each section are arranged in the suggested order of reading. (Author/RT)

ED 144 627 JC 770 438
O'Banion, Terry, Ed.
Developing Staff Potential. New Directions for Community Colleges, Number 19.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—124p.
Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($5.00)
Journal Cit—New Directions for Community Colleges; v5 n3 Fall 1977
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Administrator Education, Bibliographies, College Faculty, Community Colleges, *Faculty Development, *Foreign Countries, Inservice Teacher Education, *Junior Colleges, Literature Reviews, Models, Part Time Teachers, Program Evaluation, *Staff Improvement, Teacher Workshops
Identifiers—*Canada, Florida, Illinois, Quebec

The staff of a college is its single greatest resource, and its most significant capital investment. It is the collective manager of the college mission and purpose. As the purpose changes, so must the staff have opportunities to change and develop. This sourcebook presents selected approaches to staff development in community colleges. It includes a development program for administrators; perspectives on staff development in Florida and Illinois; unique problems of Canadian colleges; a model for use with part-time instructors; efforts to create a caring staff community; a model from Quebec; perspectives on staff development by academic discipline organizations; workshop processes for instructional development; methods of evaluating staff development programs; and a pertinent literature review and bibliography. Contributors include: Terry O'Banion, editor, A. Robert DeHart, Charles R. Novak, Barbara K. Barnes, Gordon Campbell, Jackie Moe, David W. Cox, Marcel Riendeau, James A. Glynn, Gregory L. Goodwin, Rita B. Johnson, Stuart R. Johnson, Albert B. Smith, Andrew Alvarado, and Elizabeth Rinnander. (RT)

ED 144 631 JC 770 442
Rinnander, Elizabeth, Comp.
About Administration and Governance.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Administrative Organization, *Annotated Bibliographies, *Cluster Colleges, Collective Bargaining, College Administration, Community Colleges, *Governance, *Junior Colleges, Management by Objectives, Management Information Systems, Multicampus Districts, Noncampus Colleges, *Trustees

This brief presents an overview of community college governance and abstracts of recent books, monographs, and other documents pertinent to that subject. Following a listing of "comprehensive sources," the entries are grouped into the following categories: (1) administrative organization, (2) cluster colleges, (3) multicampus districts, (4) the board of trustees, (5) collective bargaining, (6) management by objectives, and (7) management information systems. (DC)

ED 144 632 JC 770 443
Booth, Barbara, Comp.
State Reports on Two-Year Colleges: A Selected Bibliography of ERIC Documents.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—90p.; Not available in hard copy due to small print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Community Colleges, *Educational History, Educational Research, *Government Publications, *Junior Colleges, Master Plans, *State Boards of Education, State Programs, State School District Relationship, State Standards, Statewide Planning, Statistical Data, Technical Institutes

This bibliography provides abstracts of 531 state reports selected from the ERIC document collection. Covering ERIC accessions from the period 1968 through June 1977, the abstracts reflect the expansion of state interests and activity in post-secondary planning and coordination. The period of rapid growth in the number of two-year colleges in the mid-60's is reflected by feasibility studies for state junior college systems and standards for facilities and operations. Programs for the disadvantaged, open access, and the management and evaluation of vocational programs are concerns also evident among the early documents. Transition to the current period of stationary enrollments and reduced resources, and the concurrent expansion of state regulatory powers, are reflected in renewed discussions of college role, state-local relationships, and studies of unit costs, alternative funding formulas, program duplication and other measures of cost effectiveness. Between the earliest and latest reports are basic statistical compilations, studies of transfer success, guidelines for program development, and institutional surveys of many types. The abstracts are arranged by state, with 46 of the 50 states represented. Because the abstracts are reproduced exactly as originally published, variable typography may effect the legibility of some entries. (Author)

ED 145 917 JC 770 539
Bender, Louis W., Ed. Wygal, Benjamin R., Ed.
Improving Relations With the Public. New Directions for Community Colleges, Number 20.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—111p.
Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($5.00)
Journal Cit—New Directions for Community Colleges; v5 n4 Win 1977
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Bibliographies, Chief Administrators, Community Colleges, *Junior Colleges, *Legal Problems, Legislators, Mass Media, Models,

Nontraditional Students, Organizational Communication, Professional Personnel, Program Evaluation, Publicize, *Public Opinion, *Public Relations, *School Community Relationship

A broad spectrum of ideas and practices that should enable colleges to reassess and/or develop strategies for relating to the public are included in this sourcebook. Topics include (1) a model for public relations that includes development and internal and external communication; (2) the necessity of the personal involvement of the chief executive in the public relations program; (3) steps for reaching special-needs clientele in a community-based program; (4) establishing communications with nontraditional students as demonstrated at Phoenix College, Arizona; (5) the use of free public service coverage on radio and television; (6) approaches for improving information for student decision-making; (7) the legal regulations affecting public relations; (8) clarifying the image of professional public relations workers, particularly for legislators; (9) the evaluation of public relations efforts; and (10) public relations as the job of every college employee. A review of pertinent literature and a bibliography are also provided. Contributors include: William A. Harper, Benjamin R. Wygal, William A. Keim, Maggie Eitzen, James M. Richmond, Bonnie Elosser, James N. Nash, Jr., Billy O. Boyles, Doris Slocum and T. Earle Johnson, Jr., Louis W. Bender, and Elizabeth Rinnander. (Author/RT)

ED 148 412 JC 780 029
Hunter, Walter E. McCants, Louise S.
The New Generation Gap: Involvement Vs. Instant Information. Topical Paper No. 64.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 77
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Learning, Adult Students, *Age Differences, Aural Learning, *Cognitive Style, Community Colleges, Individual Characteristics, *Junior Colleges, Junior College Students, *Learning Characteristics, *Learning Modalities, Learning Processes, Multisensory Learning, Student Interests, Visual Learning
Identifiers—Learning Styles Inventory, Sinclair Community College OH

A Study of students' preferred learning styles at Sinclair Community College utilized the Learning Styles Inventory (LSI), which provides 100 discriminations within the following categories: Conditions, reflecting concern for learning situation dynamics; Content, indicating major areas of interest; Mode, showing the general modality through which learning is preferred; and Expectation, indicating the level of performance anticipated. Valid student responses numbered 968. Of this group the average student age was 28, with approximately 60% under 24 years, and half were classified as evening students. Younger students showed greater preference for both peer and teacher affiliation in the learning environment, inanimate (working with objects) content, iconic (pictorial) and direct experience modes, and overwhelmingly rejected reading as an educational technique. Older students preferred a structured environment stressing organization, detailed instructions and competition, qualitative (verbal) content, and listening and reading modes. The student population as a whole rejected numeric content or qualitative ideas. The disparity indicated in the preferred learning styles of older and younger students suggests a need for new instructional strategies aimed at the younger generation. (LH)

ED 148 418 JC 780 035
Lombardi, John
Resurgence of Occupational Education. Topical Paper Number 65.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Community Colleges, Community Education, Economic Climate, Educational History, Educational Trends, *Enrollment Influences, *Enrollment Rate, General Education, *Junior Colleges, State of the Art Reviews, Statistical Data, Technical Education, Terminal Students, *Transfer Programs, Transfer Students, *Vocational Education

The phenomenal growth in enrollments in occupational courses since the early Sixties signals a new direction for the community college movement. From a predominantly baccalaureate-oriented institution the community college has become an occupational-oriented institution. The statistics on the college, state, and national level attest to this phenomenon. Until the Sixties enrollments in the vocational and technical courses ranked a low second to enrollments in the transfer courses. Today, it is not unusual to find colleges, even entire state systems, whose occupational enrollments exceed transfer enrollments. It is too early for obsequies over the transfer function but the evidence indicates that occupational education is becoming the community college's major function in terms of credit enrollment. For the next five years enrollments in vocational education will at least equal enrollments in transfer education, a realistic balance in terms of the aptitude and economic status of students and the differentiation of functions among higher education institutions. Enrollments in both of them however may be lower than enrollments in community, adult and developmental education. The danger to the transfer function lies more in the growth of the community education movement than in the growth of occupational education. (Author/LH)

EJ 123 726 AA 521 403
Cohen, Arthur M.
The College of the Immediate
Pub Date—Sum 75
Journal Cit—New York University Education Quarterly; 6; 4; 7-12
Descriptors—*Community Colleges, *Curriculum Design, *Student Enrollment, *Student Interests, *Curriculum Development, Flow Charts, Program Development, Educational Objectives

By creating new programs for special categories of students and special interest courses for the community at large, community colleges have more than kept their enrollments up. They have called into question traditional definitions of students, curriculum, and faculty. (Editor)

EJ 124 423 HE 506 697
Sutherland, Kenton
Community Colleges; Attracting Spanish-Speaking Students
Pub Date—Sep 75
Journal Cit—Change; 7; 7; 51-52
Descriptors—*Community Colleges, *Spanish Speaking, *English Programs, *Bilingual Education, *College Freshmen, Higher Education, English (Second Language), College Programs
Identifiers—*Canada College, California (San Mateo County)

Opened in 1968 to meet the educational needs of San Mateo County, Canada College did not begin to attract Spanish-speaking students until 1971 when it created a program of courses to deal with English language problems and other courses taught bilingually or entirely in Spanish. The program is described briefly. (JT)

EJ 124 470 HE 506 744
Cohen, Arthur M.
Improving Institutional Research
Pub Date—Oct 75
Journal Cit—Change; 7; 8; 46-47
Descriptors—*Higher Education, *Junior Colleges, *Research Needs, *Institutional Research, *Research Problems, Educational Research, College Students, Educational Objectives, Grade Point Average, Government Role

Noting that junior college institutional research is being affected by two major influences–changing student populations and information demands of state and federal agencies–the author suggests specific questions for research important to college operations and emphasizes the need to reconcile the frequently contradictory internal and external demands. (JT)

EJ 126 195 HE 506 860
Janassen, Peter A.
Navaho C. C.'s Unfulfilled Promise
Pub Date—Nov 75
Journal Cit—Change; 7; 9; 52-53
Descriptors—*Post Secondary Education, *Community Colleges, *American Indians, *Educational Disadvantagement, *Remedial Instruction, Career Education, Vocational Education

In the mid-1960's the Navaho tribal council created a two-year community college but it has had many problems educating students who have previously known only Bureau of Indian Affairs (BIA) schools. (KE)

EJ 128 098 JC 501 094
Rinnander, Elizabeth
Sources of Information
Pub Date—Aut 75
Journal Cit—New Directions for Community Colleges; 3; 3; 99-105
Descriptors—*Junior Colleges, *Collective Bargaining, *Bibliographies, *Literature Reviews, Collective Negotiation

This bibliographic essay covers references on collective bargaining from the ERIC Clearinghouse for Junior Colleges. (NHM)

EJ 129 870 JC 501 105
Cohen, Arthur M. Brawer, Florence B.
The Humanities Faculty: A Review
Pub Date—Win 75
Journal Cit—New Directions for Community Colleges; 3; 4; 79-94
Descriptors—*Junior Colleges, *Humanities Instruction, *College Faculty, *Teacher Attitudes, Inservice Teacher Education, College Curriculum, Teaching Methods

This article reviews the literature pertaining to community college faculty in the humanities–their backgrounds and preparation; inservice training; satisfaction, attitudes, and values; and approaches to curriculum and instruction. (Author/NHM)

EJ 129 871 JC 501 106
Crandall, Deborah Rinnander, Elizabeth
Interdisciplinary Humanities: Sources and Information
Pub Date—Win 75
Journal Cit—New Directions for Community Colleges; 3; 4; 95-102
Descriptors—*Junior Colleges, *Bibliographies, *Humanities Instruction, *Interdisciplinary Approach, *Literature Reviews, College Curriculum, Humanities

This essay and bibliography reports on references pertinent to the theme of humanities instruction in the community college. Although the majority of the sources are in the ERIC collection, also cited are books and articles considered to be basic general references on humanities programs and courses in community colleges. (Author/NHM)

EJ 134 867 JC 501 176
Cohen, Arthur M.
The Community College at the Millenium
Pub Date—Spr 76
Journal Cit—Community College Frontiers; 4; 3; 42-46
Descriptors—*Junior Colleges, *Administrative Organization, *Educational Philosophy, *College Role, *Futures (Of Society), Community Colleges, Administrator Qualifications

Discusses the community college of the year 2000, its organization, management, philosophies, and functions. (DC)

EJ 136 391 HE 507 562
Sugnet, Charles J.
Senior Power at North Hennepin
Pub Date—May 76
Journal Cit—Change; 8; 4; 51,64
Descriptors—*Post Secondary Education, *Junior Colleges, *Senior Citizens, *Adult Education, *Student Participation, Program Planning, Community Colleges, Citizen Participation, Adult Students
Identifiers—*North Hennepin Community College, Minnesota

Since 1970 North Hennepin Community College in Minneapolis has enrolled 3,411 in its Seniors on Campus program for senior citizens. The key to initiation and continuing development of the program described here is involvement of senior citizens themselves in the Senior Advisory Committee. (JT)

EJ 136 597 JC 501 187
Rinnander, Elizabeth
Sources and Information
Pub Date—Spr 76
Journal Cit—New Directions for Community Colleges; 4; 1; 101-109
Descriptors—*Junior Colleges, *Bibliographies, *Literature Reviews, *Administrative Organization, *Educational Trends, Cluster Colleges, Management by Objectives, Multiunit Schools, Management Systems, Community Colleges
Identifiers—ERIC

This bibliographic essay cites books and ERIC documents which discuss organizational change in the community colleges. Specifically referenced are cluster colleges, management by objectives, and multiunit community colleges. (NHM)

EJ 139 781 JC 501 210
Rinnander, Elizabeth
Sources and Information
Pub Date—Sum 76
Journal Cit—New Directions for Community Colleges; 4; 2; 111-119
Descriptors—*Junior Colleges, *Community Services, *Bibliographies, *Literature Reviews, *Outreach Programs, Community Service Programs

Reports on references in the ERIC system pertinent to community services and outreach programs. (Author/NHM)

EJ 145 018 HE 507 897
Cohen, Arthur M.
Educating Teachers for New Times
Pub Date—Sep 76
Journal Cit—Change; 8; 8; 54-5
Descriptors—*Higher Education, *Community Colleges, *Junior Colleges, *Teacher Education, *Employment Trends, *Doctoral Programs, *Job Market, Teaching Experience, Graduate Study

The uncertain status of two-year college teacher preparation looms large in the calls for new degrees and new patterns of preparing faculty. Specific recommendations are made for preparing doctoral graduates to work in community and junior colleges. (LBH)

EJ 148 629 JC 501 276
Rinnander, Elizabeth
Sources and Information
Pub Date—Aut 76
Journal Cit—New Directions for Community Colleges; 4; 3; 99-106
Descriptors—*Junior Colleges, *Trustees, *Literature Reviews, *Presidents, *Collective Bargaining, Community Colleges, Bibliographies, Boards of Education, Governing Boards
Identifiers—*Trustee Role

A bibliographic essay on community college trustees. The discussion is divided into four areas: (1) role of the trustee, (2) state boards, (3) trustees and presidents, and (4) trustees and collective bargaining. A bibliography is appended. (DC)

EJ 151 714 JC 501 334
Rinnander, Elizabeth
Sources and Information
Pub Date—W 76
Journal Cit—New Directions for Community Colleges; 4; 4; 121-123
Descriptors—*Junior Colleges, *Bibliographies, *Cooperative Education, *Work Experience Programs, Community Colleges, Vocational Adjustment, Needs Assessment

A bibliography of ERIC documents dealing with cooperative education, the impact of work-experience programs, needs assessment for work-related curricula, and experiential education in the community college. (JDS)

EJ 157 239 JC 501 391
Rinnander, Elizabeth
Instructional Change: Sources and Information
Pub Date—Spr 77
Journal Cit—New Directions for Community Colleges; 5; 1; 81-88
Descriptors—*Junior Colleges, *Instructional Innovation, *Literature Reviews, Community Colleges, Instructional Improvement, Teaching Methods

Reviews selected ERIC documents pertinent to innovative instructional methods, including personalized and mastery learning, computer-assisted instruction, and educational television. (JDS)

EJ 160 687 HE 508 873
Cohen, Arthur M.
Humanizing the Curriculum
Pub Date—Jun 77
Journal Cit—Change; 9; 6; 48-9
Descriptors—*Community Colleges, *Needs Assessment, *Curriculum Evaluation, *Humanities Instruction, *College Faculty, *Intervention, Post Secondary Education, National Surveys, Liberal Arts, Teacher Improvement
Identifiers—*Faculty Development, Center for the Study of Community Colleges

The status of the humanities in community colleges was reviewed in a national survey by the Center for the Study of Community Colleges. Recommendations are reported by this ERIC director, based on the assumptions that the humanities must be maintained and that they could be most effectively strengthened through interventions with the faculty teaching them. (LBH)

EJ 162 655 JC 501 436
Brawer, Florence
Women in Community Colleges: A Profile
Pub Date—Spr 77
Journal Cit—Community College Frontiers; 5; 3; 19-22
Descriptors—*Junior Colleges, *Humanities Instruction, *Women Teachers, *Teacher Characteristics, *College Faculty, Community Colleges, National Surveys, Sex Differences, Affirmative Action

Highlights some of the major findings pertaining to males and females from a nationwide survey of 1,493 humanities instructors in 156 two-year colleges and concludes that the differences found are not attributable as much to sex as to individual differences among people in general. (JG)

EJ 164 527 HE 508 984
Cohen, Arthur M.
Maximizing Responses to a Nationwide Faculty Survey
Pub Date—76
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Research in Higher Education; 5; 4; 313-9
Descriptors—*Research Methodology, *National Surveys, *Questionnaires, *College Faculty, *Teacher Response, *Researchers, Higher Education, Surveys, Community Colleges, Humanities, Response Mode
Identifiers—*Facilitators

Using on-campus facilitators to distribute and retrieve an 11-page questionnaire administered to a nationwide sample of humanities faculty and nonhumanities department chairmen in two-year colleges resulted in an 84 percent return rate. Pilot procedures, selection of the college and faculty samples, and the use of facilitators are described. (Editor/LBH)

EJ 166 458 JC 501 469
Rinnander, Elizabeth
Sources and Information for Assessing Student Learning
Pub Date—Sum 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—New Directions for Community Colleges; 5; 2; 105-108
Descriptors—*Junior Colleges, *Evaluation Methods, *Learning Experience, *Annotated Bibliographies, *Cooperative Education, *Student Evaluation, Community Colleges, Nontraditional Students, Grading, Student Experience
Identifiers—*Experiential Learning

Reports on ERIC references pertinent to the assessment of prior learning and experiential learning and the measurement of student progress in cooperative education programs. (Author/JDS)

EJ 174 030 JC 501 540
Alvarado, Andrew Rinnander, Elizabeth
Sources and Information: Developing Staff Potential
Pub Date—Aut 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—New Directions for Community Colleges; 5; 3; 103-10
Descriptors—*Junior Colleges, *Staff Improvement, *Faculty Development, *Inservice Programs, Community Colleges, Program Descriptions

In order to maximize the quality of educational services offered by community colleges, faculty and administrative staff development appears crucial. The needs of the institution, students, community, and graduate courses, as well as various staff development programs around the country are discussed. (LH)

EJ 176 040 JC 501 558
Rinnander, Elizabeth
Sources and Information
Pub Date—Win 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—New Directions for Community Colleges; 5; 4; 91-7
Descriptors—*Junior Colleges, *Bibliographies, *Public Relations, *Literature Reviews, *Publicize, Community Colleges

Reviews the literature pertinent to defining the goals of public relations, reaching out to the community, dealing with the media, and evaluation. All references have appeared in the ERIC system and major higher education journals since 1972. (Author/RT)

PS

ED 088 584 PS 007 131
Boocock, Sarane Spence
A Crosscultural Analysis of the Child Care System.
Russell Sage Foundation, New York, N.Y.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Report No.—OCD-CB-227
Pub Date—Oct 73
Note—104p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Child Care Workers, *Child Rearing, *Cross Cultural Studies, *Day Care Services, Educational Sociology, Family Life, Federal Aid, *Social Change, *Social Problems, Socioeconomic Influences, Working Women
Identifiers—China, Israel, Sweden, United States

This paper reports on a 1-year cross-cultural project designed to compare alternative modes of child care and child care programs in Sweden, Israel, and China with those in the United States. Based upon data available in documents pertaining to children, interviews with scholars involved in research on child care programs, and on-site observations at child care settings in Israel, Sweden, and the United States, this paper attempts to formulate a thesis on the kinds of social environments and interpersonal relationships which are most conducive to learning and academic achievement. Data has been compiled and discussed according to three major topics: role of the child, role of the parent, and role of the caretaker. The most general conclusion that can be drawn about the child care systems, in the United States and elsewhere, is that they are not providing enough of the kinds of care children need most. A second observation is that increased attention and concern in the United States should be paid to the discontinuities between our values and our behavior with respect to children. (CS)

ED 094 859 PS 007 299
Faragher, John And Others
Parent Cooperative Group Child Care.
Pub Date—[73]
Note—58p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Child Rearing, Community Cooperation, *Cooperative Planning, *Cooperative Programs, *Day Care Programs, Family (Sociological Unit), Group Structure, *Parent Participation, Parent Role, Program Descriptions, *Role Conflict, Role Perception

A model for cooperative day care is proposed which aims to protect the beneficial aspects of the child rearing relations of the nuclear family by substituting a caring group of parents for the caring solitary parent. Early child care in the nuclear family provides a secure wholistic relationship between mother and child, but it also sets that relationship in the context of roles which alienate family members from each other. There may be an inevitable relationship between real long term solutions to the growing child care crisis and a restructuring of the now accepted sexual division of labor. Described are some of the issues and problems involved in the creation of the State Street Center parent cooperative in New Haven, Connecticut. Included is a discussion of the theoretical foundations of the program, emphasizing some of the areas in which group care in a cooperating community alters the child care environment. (CS)

ED 097 958 PS 007 424
Zimiles, Herbert
A Radical and Regressive Solution to the Problem of Evaluation.
Pub Date—Jun 73
Note—12p.; Paper presented at the Meeting of the Minnesota Round Table in Early Childhood Education (Wayzata, Minnesota, June 1973)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Affective Tests, *Classroom Environment, Classroom Observation Techniques, Classroom Research, Cognitive Processes, Conceptual Schemes, *Early Childhood Education, Educational Objectives, *Evaluation Methods, *Evaluation Needs, Models, *Preschool Programs, Social Maturity

This paper reviews two major advances in preschool evaluation strategy that developed as a result of trying to evaluate Head Start, and proposes another evaluation approach. The first advance in evaluation procedure was to conceive educational objectives in terms of processes rather than products; that is, there was a shift from achievement tests to tests of cognitive process based on Piagetian problem-solving tasks. The second evaluation advance was to recognize the importance of comprehensiveness by extending evaluation content to include affective and social as well as cognitive processes. The alternative plan proposed in this report entails systematic and comprehensive evaluation of the child's school environment, to be followed by a theoretical analysis of the potential impact of his school experience. This approach represents a shift in emphasis from the assessment of impact on children to the assessment of the antecedent condition, the classroom environment. To implement such an approach to the evaluation of early childhood education programs, there is a need to explicitly formulate propositions regarding how and why preschool programs should work. On the basis of such a framework, methods must be devised for moving into a classroom and reliably describing, in quantitative terms wherever possible, the salient dimensions of its environment and its interactions. (CS)

ED 097 969 PS 007 481
Takanishi-Knowles, Ruby
Federal Involvement in Early Childhood Education (1933-1973): The Need for Historical Perspectives.
Pub Date—[74]
Note—49p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Day Care Services, *Early Childhood Education, Educational Legislation, *Federal Programs, Historical Criticism, Historical Reviews, Models, *Policy Formation, Political Issues, Poverty Programs, *Program Descriptions, Social Structure, Social Systems, Socioeconomic Influences, Working Women

The main purpose of this paper is to examine recurring themes which emerge from past federal programs in early education and to identify potential areas where critical historical research is necessary. The author, after a brief survey of federal involvement in early education from 1933 to 1973, suggests that the historical perspective might provide a critical context for policy decisions in early childhood education if future historical research would shift from a descriptive to an analytic level of inquiry. Numerous examples of such an analytic historical method are provided in the text, along with a variety of suggestions for further historical public policy research, such as the impact of early education on: (1) the lives of American children, (2) the development of the professional organizations, (3) public attitudes regarding early education, and (4) on the development of private institutions of early education. The task ahead for a 'new history' of the federal presence in early education lies nct so much in the questions which are raised but in the identification of alternative frameworks which organize the questions in relation to each other. (CS)

ED 099 116 PS 007 574
Asher, Steven R. And Others
Children's Friendships in School Settings.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
Pub Date—74
Note—57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Behavior Change, Communication Skills, *Elementary School Students, *Literature Reviews, Peer Acceptance, *Peer Relationship, Physical Characteristics, *Preschool Children, Race, Role Models, School Environment, Sex Differences, Social Behavior, *Social Development, Social Mobility, Teaching Methods

This paper reviews research on children's friendships in nursery and elementary school settings. Studies that have implications for educational practice were selected for review. The first part of the paper is concerned with the influence of enduring personal characteristics on peer relations. Some of the stereotypes that affect children's friendships include a child's name, physical appearance, race and sex. The second section reviews research on the influence of school environment on friendships. Classroom and school situation variables covered include population mobility, opportunities to participate in school activities, the kind of classroom activities that occur, and the opportunities to succeed. The third section examines research on the kinds of social skills important in achieving peer acceptance (responsive to peers, effective communication, expertise in school activities, know-how in building a relationship). The paper concludes with a discussion of ways in which children can be taught appropriate social skills for making friends. Teaching methods which include shaping, modeling, and coaching have been found effective with socially isolated children. (Author/ED)

ED 099 141 PS 007 641
Levitt, Edith Cohen, Shirley
Parents as Teachers: A Rationale for Involving Parents in the Education of Their Young Handicapped Children.
City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center.
Pub Date—[74]
Note—29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Cognitive Development, Disadvantaged Youth, Early Childhood Education, *Handicapped Children, *Home Programs, *Intervention, *Literature Reviews, Motivation, Parent Child Relationship, *Parent Participation, Psychological Characteristics, Sensory Deprivation

This literature review highlights the need for parent intervention programs in the education of their young handicapped children. Supportive research is cited from the following areas: Home-based programs for the disadvantaged; home-based programs for the handicapped; developmental factors in cognitive dysfunction; motivation; and the parent as mediator. It is suggested that remediation of cognitive dysfunction requires early intervention, the involvement of parents (particularly mothers), and extensive curricular organization. Implications for parent intervention programs are also reviewed. (CS)

ED 100 491 PS 007 568
Lee, Patrick C. Kedar, Gitz
Sex Role and Pupil Role in Early Childhood Education.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
Pub Date—[74]
Note—25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Behavior Development, Child Role, *Early Childhood Education, Expectation, Learning Processes, Literature Reviews, Preschool Children, Primary Grades, Role Perception, School Environment, School Role, Sex Differences, *Sex Role, *Student Role, *Student Teacher Relationship, Teacher Behavior, *Teacher Education, Teacher Role

This article analyzes the interaction between sex role and "pupil role" in the early childhood education setting. It postulates that teachers and schools have a demonstrated investment in socializing children to a passive, docile, and dependent role, beginning at the preschool level. This role, called "pupil role," corresponds closely to the traditional female sex role and is incongruent with the standard male sex role. Thus, boys experience conflict and stress in school while girls accommodate to the passive learning style associated with pupil role. The long-range implications of these differential interactions are discussed along with suggestions from research and theory about the benefits of active over passive learning strategies. Finally, recommendations are offered for teacher training and school reform. (Author/ED)

ED 100 493 PS 007 575
Hunt, J. McVicker
The Prospects of Early Education in Social Evolution.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Illinois Univ., Urbana. Coll. of Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
Pub Date—Nov 74
Note—24p.; Paper presented at the symposium "Challenges for the Eighties" (Xavier University, Cincinnati, Ohio, June 1973)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Achievement, Adjustment (to Environment), *Child Development, *Early Childhood Education, Early Experience, *Educational Technology, Environment, Intelligence Quotient, *Literature Reviews, Nature Nurture Controversy, *Social Change, Social Problems, Social Values, Technological Advancement, Technology
Identifiers—*Project Head Start

The challenges of today lead to more technology rather than less for our culture in the future. Ability to process information symbolically in language and numbers will become increasingly important for employment and for participation in our culture. The fact that plasticity in psychological development is greatest during infancy and early childhood guarantees, in the long run, an important place for early education in the adaptive evolution of our society. Although many problems in the domain of early psychological development remain unsolved, they can be studied if the necessary research is supported. Then, the technology of education for infants and young children can be improved enough to enable all but a very few to take a productive place in our increasingly technological culture. (Author/ED)

ED 108 751 PS 007 934
Kaufman, Barry A.
Will the Real Jean Piaget Please Stand Up: An Epistemological Critique of Three Piaget-Based Early Childhood Curricula.
Pub Date—Apr 75
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Behavioral Objectives, Child Development, Cognitive Development, Cognitive Processes, *Curriculum Design, Curriculum Evaluation, *Early Childhood Education, *Educational Theories, Intellectual Development, Learning Processes, Logical Thinking, *Models, *Theoretical Criticism, Transformation Theory (Language)
Identifiers—*Piaget (Jean)

This critique of three Piaget-based curricula presents the argument that it is essential for early childhood educators to distinguish between the actual contributions of Piaget in regard to specific epistemological questions and the way these contributions have been reinterpreted to provide a basis for early childhood curriculum reform. The critique focuses on the dual aspects of interpretation and application for the three programs analyzed: (1) David Weikart's Cognitively Oriented Curriculum; (2) Celia S. Lavatelli's Early Childhood Curriculum: A Piaget Approach; and (3) Constance Kamii's and Rheta DeVries' Piaget for Early Education. Piaget's epistemology is reviewed with reference to his views on the nature of subject-object relationship, the construction of operations, the nature of physical and logico-mathematical knowledge, and the representation of knowledge. Each of the three curricula is analyzed according to these epistemological foundations. (ED)

ED 110 159 PS 007 912
DeVries, Rheta Kamii, Constance
Why Group Games? A Piagetian Perspective.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Note—31p.
Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 132, $1.25)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Childrens Games, Cognitive Development, *Educational Theories, *Egocentrism, Emotional Development, Group Activities, Learning Motivation, Logical Thinking, *Mental Development, Moral Development, *Preschool Education, Social Development
Identifiers—*Piaget (Jean)

A Piagetian perspective is used to build a rationale to explain why group games are good for young children. Three major areas in which group games might foster children's development are discussed. In the socioemotional area, the rationale is that moral development, personality development, and autonomy are enhanced by the social context of peer cooperation which group games necessitate. In the cognitive area, group games are said to contribute to the development of logical thinking by forcing children to come out of their egocentricity and to coordinate different points of view. In the area of motivation, the rationale is that children spontaneously engage in group games so that such games must be naturally motivated and can therefore be powerful classroom tools. Several competitive and noncompetitive games are discussed specifically and five criteria for good games are suggested. (JMB)

ED 110 160 PS 007 913
Screening and Assessment of Children: An Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 75
Note—44p.
Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 137, $2.25)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Achievement Tests, *Annotated Bibliographies, Behavior Problems, *Diagnostic Tests, *Early Childhood Education, *Exceptional Child Education, Gifted, Identification, Learning Difficulties, Learning Disabilities, Learning Readiness, *Screening Tests, Special Health Problems

The purpose of this bibliography is to provide sources of information for educators, researchers, and students on: (1) the identification of children with potential learning problems (learning disabilities, behavioral difficulties, health problems); (2) screening for language, reading, and math readiness; and (3) assessment of the gifted child. Citations included are from "Resources in Education (RIE)", from March 1973 to January 1975, and from the "Current Index to Journals in Education (CIJE)", from October 1972 to September 1974. There are 53 annotated entries from "RIE" and 40 journal references. Indexed descriptor terms are included for each citation. (Author/ED)

ED 113 009 PS 007 915
Bilingual Education for Children: An Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Note—100p.
Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 135, $4.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, Disadvantaged Youth, *Early Childhood Education, *Elementary Education, *English (Second Language), Mexican Americans, Migrant Education, Program Evaluation, Second Language Learning, Spanish Speaking

This selective abstract bibliography prepared by ERIC Clearinghouse on Early Childhood Education is a guide to recent ERIC documents on bilingual education of children. Citations have been divided into four sections: (1) selected ethnic groups (Spanish speaking, native Americans, Chinese, Portuguese and Filipino); (2) migrants; (3) second language learning; and (4) general (bibliographies, legislation, media, multicultural research, teacher training). Citations included are from "Resources in Education (RIE)," January 1974 through March 1975, and from "Current Index to Journals in Education (CIJE)," August 1971 through October 1974. There are 116 abstracts from "RIE " and 74 citations from "CIJE." Descriptor (subject index) terms are included for all citations. (GO)

ED 113 058 PS 008 169
Children and Television: An Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Note—61p.
Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Ill. 61801 (Catalog No. 133, $2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Aggression, *Annotated Bibliographies, Broadcast Industry, Childhood Attitudes, Commercial Television, Communication (Thought Transfer), *Early Childhood Education, *Educational Television, Elementary School Students, Preschool Children, Programing (Broadcast), Self Concept, Social Development, *Television Research, *Television Viewing, Violence

This selective abstract bibliography provides reference information for educators, researchers, and students concerning the effects of television on children. It contains 127 entries: 72 abstracts from "Resources in Education" (March 1973 to March 1975) and 55 listings from "Current Index to Journals in Education" (November 1971 to November 1974). Each entry includes applicable descriptor (subject index) terms. Areas covered include the effects of programing and commercials on children's creativity, reading, social behavior, and susceptibility to stereotypes, and the role of parents and teachers in mediating between television and young viewers. (Author/JMB)

ED 114 162 PS 008 073
Harms, Thelma Smith, Judy
Changes in Parent/Teacher Expectations in Cooperative Preschools.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 75
Note—19p.
Available from—Publications Office/I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 134, $1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Expectation, Parent Attitudes, Parent Education, *Parent Participation, Parent Reaction, Parent Role, Parent School Relationship, *Parent Teacher Cooperation, *Preschool Education, *Teacher Role
Identifiers—*Cooperative Preschools

This paper, written jointly by a teacher and a parent, discusses the effects of changing parent expectations on parent cooperative preschools. It is suggested that pressure on the parent cooperative comes from parents' diminished respect for the professional status of educators, from new demands for a strict academic approach to preschool, and from the changing status of women. The parent cooperative philosophy of shared responsibility requires that the teacher have the professional skill and responsiveness to direct meaningful and successful parent participation and also maintain consistency of philosophy and procedure in the face of frequently changing parent boards. One essential element in a parent cooperative preschool is good teacher planning which can help parents become effective teachers. Another essential element is program evaluation which prevents a build-up of parental dissatisfaction and makes the communication of new ideas routine. The changing expectations of parents necessitates a clear division of responsibility between teaching staff, the parent board and the parents. (GO)

ED 115 377 PS 008 212
Schmidt, Nancy J., Comp.
Selected Bibliographies for Teaching Children about Subsaharan Africa.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 75
Note—50p.
Available from—Publications Office/I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 138, $2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*African Culture, African History, African Literature, *Annotated Bibliographies, Art Education, Audiovisual Aids, *Childrens Books, Curriculum Enrichment, Dance, *Elementary Secondary Education, Ethnocentrism, Ethnology, Music Education, *Resource Materials, Teacher Workshops
Identifiers—Africa

These annotated bibliographies were originally developed for in-service workshops for elementary and secondary school teachers who are teaching about Africa or interested in developing curricula about Africa. The bibliographies are quite selective. They include only materials which are current, relatively accurate and unbiased, and give an authentic and representative depiction of Africa. The following areas are covered: (1) selected sources for teaching about Africa; (2) children's books for teaching about Africa, specifically for kindergarten-grade two and grades 4-6; (3) resources for teaching sixth graders about Bushmen and West African cultures; (4) children's books and audio-visual resources for supplementing a seventh grade curriculum on Africa; (5) resources for teaching about African art, music, dance and literature; (6) African recipes for American children to cook; (7) biographies of famous African men and women; (8) materials aimed at debunking myths about Africa; (9) reference works on Africa for children; and (10) children's books on Africa published from 1973-1975. (ED)

ED 118 245 PS 008 323
Behavior Modification in the Classroom: An Abstract Bibliography. Catalog No. 139.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 75
Note—40p.
Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 139, $1.80)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, *Behavior Change, Behavior Problems, *Class Management, Contingency Management, Discipline, *Elementary Education, Locus of Control, Motivation, *Preschool Education, Reinforcement, Self Concept, Teacher Behavior

This selective bibliography contains references to 76 ERIC documents and journal articles on the subject of behavior modification in the preschool and elementary school classroom. A total of 36 entries were taken from "Research in Education" (RIE), 1969 through 1974, and 36 entries were taken from "Current Index to Journals in Education" (CIJE), 1973-1975. Included are samples of programs in which behavior modification has been used, descriptions of how to use behavior modification techniques, research on the effectiveness of behavior modification techniques, and discussion of critical issues related to behavior modification. (GO)

ED 118 246 PS 008 324
American Indian Education: An Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 75
Note—37p.
Available from—Publications Office, I.C.B.D., Col-

lege of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 141, $1.75)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *American Indian Culture, *American Indians, *Annotated Bibliographies, Bilingual Education, Early Childhood Education, Educational Methods, Educational Research, *Elementary Secondary Education, Federal Programs, Parent Participation, *Program Descriptions, Student Needs, Teacher Education

This bibliography is composed of selected documents on American Indians in the ERIC microfiche collection and in journal literature dating from 1973 to 1975. Included among the entries are surveys of the special needs of American Indians, descriptions of federally-sponsored projects on American Indian education, evaluations of American Indian schools, studies of American Indian cultural traits that might affect the educational process, research on instructional approaches and techniques used with American Indian children, documents on special techniques for the education of teachers who work with American Indian children, and curriculum materials for and about American Indians. The 73 entries include 45 document abstracts taken from "Resources in Education" (RIE) and 28 journal article annotations from the "Current Index to Journals in Education" (CIJE). (Author/ED)

ED 118 247 PS 008 327

Glockner, Mary And Others

Memos for Teachers and Caregivers of Young Children.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—22p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 142, $1.25)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Body Image, *Games, Group Activities, Imagery, Motor Development, *Parent Participation, Parent Teacher Cooperation, *Physical Activities, *Preschool Education, Role Playing, *Teaching Techniques

Identifiers—*Movement Activities, Transition Activities

This booklet presents three brief papers which focus on movement activities, transition activities, and incorporating parental assistance in preschool classrooms. "Let's Get Moving" suggests many circle, imagery, and mime exercises, for individuals, pairs, or groups of children. "Tips on Handling Transition Times" offers techniques teachers can use to help children adjust to different activities, and suggests some short activities to involve uneasy or impatient children. "Parents: A Plus in the Preschool" lists a variety of useful duties for parents to perform in the classroom. (BRT)

ED 119 807 PS 008 325

Katz, Lilian G.

Second Collection of Papers for Teachers.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 75

Note—72p.; For the first "Collection of Papers for Teachers," see ED 088 592

Available from—Publications Office/I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog 140, $2.80)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Cognitive Development, *Early Childhood Education, *Educational Objectives, *Educational Philosophy, *Educational Theories, Information Dissemination, Parent Participation, Preschool Programs, Teacher Behavior, *Teacher Education, Teachers, Teaching Techniques

Theoretical issues of concern to teachers in early childhood education are discussed in this collection of four papers titled: "Some Generic Principles of Teaching", "Psychological Development and Education in Early Childhood", "Teachers as Consumers of Educational Information", and "Notes on the Distinction between Education and Excitement". The first paper enumerates four principles of teaching: (1) the principle of congruity, (2) the principle of knowing the learner's understanding of what is to be learned, (3) the principle of timing, and (4) the principle of sociointellectual ambience. The second paper outlines those factors which affect preschool expansion, defines 'preschool program', and describes the parameters of the preschool program. Possible errors which emerged as a result of the emphasis on 'enrichment' are discussed, and it is suggested that a major goal for preschool education is to help children make sense of their own everyday experiences. The third paper discusses selling and informing models of information dissemination and contrasts the style, format and treatment of the same information in two publications. The final paper suggests that teachers develop activities that children will find satisfying over a long period of time rather than momentarily exciting. (GO)

ED 121 478 PS 008 550

Cohen, Dorothy H. And Others

A Look at Children in China.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—20p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 143, $1.25)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Child Care, *Chinese Culture, Community Role, Day Care Programs, *Educational Philosophy, Elementary Secondary Education, Goal Orientation, Group Unity, Individualism, Learning Activities, Parent Role, Positive Reinforcement, Preschool Education, *Self Actualization, Social Development, *Socialization, *Social Values, Student Role

Identifiers—*China

This paper explores educational philosophy and its effect on children's development in the People's Republic of China. The Chinese educational system incorporates heterogeneous classrooms and opportunities to "serve the people" through meaningful, productive work in order to foster a perception of group membership among students. The students in China were observed to be healthy, happy, confident, outgoing, and considerate. Children in China under 7 years of age are usually cared for by grandparents or in nurseries, and the warmth and affection of caregivers are valued. After age 7, children are included in a community support system which incorporates units of neighbors to provide direct care for children when necessary. Children are therfore socialized by the school, family, and the community. The Chinese system of all-inclusive health care, the value placed on a stimulating environment in both the school and the home, the nonpunitive attitude maintained by teachers, and the consistency found between parent and teacher attitudes are other facets of the culture which optimize child development in China. (BRT)

ED 121 479 PS 008 551

Moral Development in Children: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—57p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #145, $3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Altruism, *Annotated Bibliographies, *Children, Childrens Literature, Cognitive Development, Curriculum Development, Elementary Secondary Education, *Emotional Development, *Moral Development, Moral Values, *Preschool Education, Research, School Role, Social Attitudes, *Social Development, Socialization, Teaching Techniques, Values

Identifiers—*Developmental Stages

This annotated bibliography cites ERIC documents and journal articles which focus on children's moral development. Entries include selected resumes from "Resources in Education (RIE)" from February 1974 through December 1975 and selected journal citations from "Current Index to Journals in Education (CIJE)", July 1974 through December 1975. Each document abstract is accompanied by major and minor indexing terms. Stage theories of moral development, the application of moral development research findings to classroom teaching, the role of the school in fostering children's moral development, and the relationship between moral and cognitive development are some of the topics considered. (Author/BRT)

ED 122 931 PS 008 552

Goodman, Sharon T., Comp.

Need a Cure for the Bicentennial Red, White & Blues? Some Resources for Teachers.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—40p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #144, $2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—American Culture, *American Studies, *Annotated Bibliographies, Art Activities, Childrens Literature, Classroom Games, *Colonial History (United States), Creative Activities, Elementary Education, Learning Activities, Music Activities, Preschool Education, Reading Materials, *Resource Guides, *Revolutionary War (United States), Social Studies, United States History

Identifiers—*Bicentennial

This publication presents annotated lists of teaching resources related to the United States Bicentennial. Included are references to activity and arts and crafts books, annotated bibliographies, children's books, songs, cookbooks, background reading lists, curriculum guides, unpublished documents included in the Educational Resource Information Center (ERIC) system, and a Bicentennial game for children. The majority of the mateirals listed are designed to be used with children from preschool through junior high school; many include information related to the lifestyles and cultures of Americans during the years 1750-1850. (Author/BRT)

ED 125 752 PS 008 645

Hanson, Bette, Comp. And Others

Child Development, Assessment, and Intervention: A Bibliography of Research.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 76

Note—106p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 147, $5.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Bibliographies, *Child Development, Diseases, *Early Childhood Education, *Handicap Detection, Infants, *Intervention, Longitudinal Studies, Measurement Instruments, Premature Infants

Identifiers—*Educational Resources Information Center, ERIC

This bibliography contains over 1400 references on child development, assessment, and intervention. References pertain to any condition that might be expected to interfere with a child's normal progress in school; the age range of concern is birth to five years. The entries are categorized into seven groups: (1) the development and use of assessment scales, (2) experimental and clinical material on the premature infant, (3) clinical literature addressing diseases of infancy, (4) longitudinal and retrospective child development studies, (5) the screening and existence of developmental handicaps, (6) medical, educational, psychoeducational, and psychosocial intervention techniques, and (7) laboratory studies of infants. (JMB)

ED 125 753 PS 008 646

Bernstein, Joanne, Comp.

Helping Children Cope with Death and Seperation: Resources for Teachers.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 76

Note—37p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West

Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 146, $1.85)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adjustment (to Environment), *Annotated Bibliographies, *Bibliotherapy, *Death, *Early Childhood Education, Resource Guides

Identifiers—*Educational Resources Information Center, ERIC

This annotated bibliography was prepared for the Educational Resources Information Center (ERIC) Clearinghouse on Early Childhood Education as a resource for teachers to use in helping young children cope with death and separation. It includes (1) a selected list of children's books which treat death, (2) a selected list of children's books which treat separation, (3) books about bibliotherapy, (4) a selected list of films, filmstrips, and cassettes which treat death and separation, (5) references from "Resources in Education", and (6) references from "Current Index to Journals in Education". (JMB)

ED 125 754 PS 008 647

Winkelstein, Ellen And Others

In-Service Training Models for Early Childhood Education Programs.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—48p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 149, $2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Consultants, Day Care Programs, *Early Childhood Education, Inservice Courses, *Inservice Education, Inservice Programs, *Inservice Teacher Education, Instructional Materials, *Models, Preschool Programs, Program Development, Teacher Education, *Training

Identifiers—*Training Models

This paper describes and analyzes different types of inservice training available for early childhood education programs to help directors select the inservice training best suited to their programs. It is suggested that early childhood education programs are at one of three levels of development: initial adjustment stage, operational stage, and established functional stage. The proposed objective is to match the developmental stage of a program to the model of inservice training best suited to its needs and resources. Three models of inservice training are outlined. The Materials Model is a highly cost effective method of training done with self-instructional materials. This model requires much independent effort from the staff and would most likely prove ineffective to programs at the initial adjustment and operational stages. The Advisor/Consultant Model involves bringing an outside advisor/consultant into the program to provide specific expertise. While this type of training can be used effectively by programs at any stage of development, cost may be an important factor. The Inside Trainer Model consists of training carried out by program staff members themselves, and may be most suitable to a program in the initial adjustment stage of development as it provides for continuous support. However, this model is not recommended for use after the initial adjustment stage as it is costly and time-consuming and may stifle staff members' independent operation of the program. (Author/SB)

ED 129 469 PS 008 894

Infant Day Care: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Note—45p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 152, $2.25)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affective Behavior, *Annotated Bibliographies, Child Care, *Child Care Centers, Child Development, Cognitive Development, *Day Care Programs, Day Care Services, *Early Childhood Education, Emotional Development, Family Day Care, Infant Behavior, *Infants, Parent Child Relationship, Parent Education, Parent Role, Preschool Children

This selective bibliography cites recent ERIC documents and journal articles focusing on various aspects of infant day care including the effects of day care on infant development and on parent-child interaction and program and staff requirements for infant day care. Entries include resumes from "Resources in Education" (RIE), August 1972-August 1975, and journal article citations from "Current Index to Journals in Education" (CIJE) April 1973 to September 1975. Abstracts and major and minor descriptors are part of each entry. (MS)

ED 134 310 PS 009 016

Katz, Lilian G.

Teachers in Preschools: Problems and Prospects.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—30p.

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 157, $1.60)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Child Care Workers, *Classroom Environment, Day Care Programs, *Early Childhood Education, *Educational Problems, Emotional Development, Emotional Response, Intellectual Development, Interpersonal Relationship, Preschool Programs, *Preschool Teachers, Student Behavior, *Student Teacher Relationship, Teacher Behavior, Teacher Role, Work Environment

The major thesis of this paper is that the stimulation of children's intellectual development may require greater intensity in the relationships between adults and children in preschool programs than is typically the case. The author separates two variables in adult-child relationships: warmth and intensity. Warmth is generally defined as positive, accepting, nurturing and giving friendly responses to children. Intensity is used to refer to the child's feeling that what he does or is really matters to the adults. The two variables are used in combination to yield a typology of preschool programs showing where each of four preschool program models falls. It is proposed that the optimum preschool environment is one in which the relationships between adults and children are characterized by high warmth and high intensity. Various factors impinging on teachers may make the optimum environment difficult to achieve. One of these factors is the adults' need to maintain an optimum emotional distance between themselves and the children. The risks of minimum distance are discussed as well as the difficult conditions under which preschool teachers and caregivers work, and the effects of these conditions on their ability to maintain optimum distance. Some recommendations for improving working conditions are outlined. (Author/BF)

ED 135 454 PS 009 018

Piagetian Theory, Research and Practice: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—95p.; Filmed from best available copy

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 156, $2.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Age Differences, *Annotated Bibliographies, *Cognitive Development, Cognitive Processes, *Concept Formation, Conservation (Concept), *Early Childhood Education, *Elementary Secondary Education, Higher Education, Language Development, *Learning Theories, Logical Thinking, Moral Development, Research, Special Education, Teaching Methods, Teaching Techniques, Thought Processes

Identifiers—*Piagetian Theory

This selective bibliography cites recent ERIC documents and journal articles focusing on Piagetian theory, research and practice. Entries include title, author and descriptors. Also included are an abstract and ordering information for each ERIC document and an annotation and journal citation for each journal article. Entries are drawn from "Resources in Education" ("RIE"), December 1975 through December 1976, and from "Current Index to Journals in Education" ("CIJE"), February 1976 through December 1976. (MS)

ED 136 902 PS 009 019

Klein, Jenni

Teaching the Special Child in Regular Classrooms.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Office of Child Development (DHEW), Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Note—77p.; Paper contains an ERIC Abstract Bibliography

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennnsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 158, $2.75)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Early Childhood Education, *Educational Principles, Handicapped Children, *Handicapped Students, *Regular Class Placement, *Special Education, Teaching

This document includes a paper and a bibliography of ERIC abstracts on teaching the special child in mainstreamed classrooms. The paper presents five basic assumptions related to the teaching of young handicapped children, discusses principles of teaching special children which may be helpful to teachers working in mainstreamed classrooms, and looks briefly at the unresolved questions associated with teaching special children. The principles of teaching young handicapped children are based on the assumptions that: (1) the handicapped child has the same basic needs as all children; (2) handicapping conditions involve the whole child, not just the affected organ, limb or function; (3) handicapped children are individuals; (4) a handicap cannot be overlooked; and (5) handicapped children are entitled to equal opportunities to learn and develop. Teaching young handicapped children requires special knowledge and understanding, active intervention on behalf of the child, and orchestration of the many facets of a total program. The problems of mainstreaming, labeling, age of enrollment, and readiness are discussed. The selected ERIC bibliography on mainstreaming handicapped children includes resumes from "Resources in Education" (RIE), October 1976 through January 1977, and citations from "Current Index to Journals in Education" (CIJE), September 1976 through January 1977. (SB)

ED 136 967 PS 009 247

Goodson, Barbara Dillon Hess, Robert D.

Parents as Teachers of Young Children: An Evaluative Review of Some Contemporary Concepts and Programs.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date—May 75

Note—242p.; Revised Edition

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Child Rearing, Family Environment, Family School Relationship, Intelligence Quotient, Intervention, Low Income Groups, Parent Attitudes, Parent Child Relationship, *Parent Education, *Parent Participation, *Preschool Education, *Preschool Programs, *Program Descriptions, *Program Evaluation

This paper examines and summarizes information about the success of parent-centered educational intervention programs for disadvantaged preschool children. Historical shifts in the role of the family and the community in education are traced and four types of parent participation educational programs are identified. They are: (1) parents as policy makers (2) parents as more effective teachers of their own children (3) parents as supporting resources for the school and (4) parents as better parents. More than 20 program descriptions are presented which include demographic data, assumptions underlying the program, program goals for the children and the parents, details of program operation, distinctive features of the program, hypotheses tested by the program and evaluation results. Evaluation data from all the programs are combined to provide an assessment of the overall effectiveness of parent training programs. Analysis of these data indicate that the programs consistently produced significant immediate gains in children's IQ scores, seemed to show long-term effects on children's IQs and their school performance, and seemed to alter in a positive direction the teaching behavior of parents. A reference list of program addresses is also included.

(JMB)

ED 138 342 PS 009 205
Public Policy and the Health, Education and Welfare of Children: An Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 77
Note—79p.
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 160, $2.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Child Welfare, Day Care Programs, Day Care Services, Delivery Systems, Disadvantaged Groups, Early Childhood Education, Economic Factors, *Educational Policy, Elementary Education, *Health Services, Mental Health Programs, Minority Group Children, Nutrition, *Policy Formation, *Public Policy, Social Action

This abstract bibliography cites recent ERIC documents and journal articles focusing on public policy as it affects the lives of children. Entries include resumes from "Resources in Education", "RIE", April 1970 through October 1976 and citations from "Current Index to Journals in Education", "CIJE", January 1972 through January 1977. (MS)

ED 140 978 PS 009 369
Project Follow Through: An ERIC Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 77
Note—111p.; Some parts may be marginally legible due to print quality of the original
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 162, $3.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Annotated Bibliographies, *Compensatory Education, *Demonstration Programs, *Disadvantaged Youth, *Early Childhood Education, Elementary School Curriculum, *Federal Programs, Primary Education, Program Descriptions, Program Evaluation, Teaching Methods
Identifiers—*Project Follow Through

This bibliography cites ERIC documents and journal articles related to Project Follow Through. Entries include resumes from "Resources in Education" ("RIE"), January 1975 through April 1977 and citations from "Current Index to Journals in Education" ("CIJE") February 1975 to April 1977. The bibliography was generated through a full text computer search of "RIE" and "CIJE." Citation information includes title, author, pagination, descriptor terms, identifiers, publication date and document availability or journal volume and number. "RIE" entries include an abstract and "CIJE" entries usually include a short annotation. (MS)

ED 142 278 PS 009 350
Moehr, Jane
The Middle East: An Annotated Bibliography of Literature for Children.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 77
Note—68p.; Best copy available
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #161, $3.60)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Annotated Bibliographies, *Childrens Books, *Childrens Literature, Elementary Education, *Elementary Grades, Elementary Secondary Education, Fiction, *Foreign Countries, Middle Eastern History, Nonfiction
Identifiers—*Middle East

This is an annotated bibliography of folklore, fiction and nonfiction about the Middle East, written in English for children aged 5 and older. There are eleven chapters - one which focuses on the entire Middle Eastern region, and ten which deal with individual countries: Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Saudi Arabia, Syria, Turkey, and the United Arab Republic. Within each chapter, books are identified according to the grade level or age of child for whom they would be most suitable. Most books included were published between 1958 and 1976. (Author/MS)

ED 142 293 PS 009 401
Honig, Alice Sterling
Fathering: A Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—78p.
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #164, $4.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Behavior Problems, Child Development, Childhood Attitudes, Cognitive Development, *Fatherless Family, *Fathers, Infants, One Parent Family, *Parent Child Relationship, *Parent Influence, *Parent Role, Sex Role, Socialization

This bibliography on fathering contains over 1000 entries dating from 1941 to 1977. References are organized into 10 sections, each reflecting a major area of interest to theorists, researchers, and clinicians. The ten areas include: (1) role of the father, (2) father and socialization, (3) fathers' contributions to sex role development, (4) fathers and their children's cognitive competence, (5) fathers and infants, (6) fathering and problem behavior in children, (7) children's views on fathering, (8) nontraditional fathering, (9) correlates of urbanization and occupations of fathers, and (10) father absence, loss, or neglect in relation to child behaviors. Some of the entries are annotated. (JMB)

ED 143 443 PS 009 469
Morgan, Gwen G.
The Trouble with Title XX: A Review of Child Daycare Policy.
Day Care and Child Development Council of America, Inc., Washington, D.C.; ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 77
Note—35p.
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 167, $2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Administrative Problems, Child Advocacy, Child Care, *Day Care Services, *Delivery Systems, Family Role, *Federal Legislation, Financial Support, *Government Role, Policy Formation, *Public Policy, State Agencies
Identifiers—*Social Security Act Title XX

This discussion of government policy concerning child day care calls for a shift from provider-oriented to consumer-oriented services funded under Title XX of the Social Security Amendments. Three general views of child day care are described: the social services view, the school-oriented view, and a newer, parent-supportive, consumer-oriented view. An extensive discussion focuses on major problems of the Title XX program for child day care, including: restrictive federal requirements, such as the ceiling on state expenditures and the requirement that a single state agency administer the state's entire Title XX program; absence of a preventive and family-supportive approach to day care; limits to eligibility and lack of a sliding fee scale (in 20 states), resulting in segregation of the poor; faulty payment methods; and inadequate provision of training, particularly for licensing and regulatory personnel. Options for new legislative and administrative solutions to these problems are discussed. Recommendations include: increased citizen-consumer voice in policy-making, a flexible delivery system to match shifting demand patterns, universal accessibility, and a sliding fee scale. (BF)

ED 143 459 PS 009 516
Shapira, Helen, Comp.
A Guide to Selected Newsletters and Journals in Early Childhood.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 77
Note—31p.
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #165, $2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Bulletins, *Child Development, *Early Childhood Education, *Guides, *Newsletters, *Periodicals, *Publications, Reference Materials, Scholarly Journals

This publication lists more than 80 nationally available newsletters, journals and magazines which focus primarily on topics related to the education and development of young children. Included in each listing is information on the availability, scope, price, frequency of publication and price per issue. The guide is divided into two main sections: (1) newsletters and (2) journals and magazines. Only publications of general interest are included. Many useful newsletters which emphasize regional or local activities have therefore been omitted. All publications mentioned in this guide have been selected from among those received by the ERIC/ECE Clearinghouse. (Author/SB)

ED 144 681 PS 009 489
Katz, Lilian G.
Ethical Issues in Working with Young Children.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 77
Note—49p.
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #169, $1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Child Care Workers, *Day Care Services, *Early Childhood Education, Ethical Values, *Ethics, Parent School Relationship, Preschool Education, *Preschool Teachers, Student Teacher Relationship, Teacher Role

This paper discusses several types of ethical problems encountered by day care and preschool workers, and suggests guidelines for developing a code of ethics for early childhood practitioners. Topics dicussed include the meaning of a code of ethics; the need for such a code for early childhood practitioners; examples of ethical problems involving parents, children, colleagues and employing agencies; and steps that may be taken towards developing a code of ethics. (Author/SB)

ED 145 925 PS 009 575
Aikman, William F.
Day Care Legal Handbook: Legal Aspects of Organizing and Operating Day Care Programs.
Day Care and Child Development Council of America, Inc., Washington, D.C.; ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 77
Note—99p.
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 168, $4.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrative Organization, *Business Administration, Child Care, Contracts, *Day Care Services, Fire Insurance, Health Insurance, *Legal Problems, *Legal Responsibility, *Organization, Personnel Policy, *Preschool Education, Recordkeeping, Taxes, Unemployment Insurance, Workmans Compensation

This guide for providers of day care services presents information on business regulations and other legal considerations affecting for-profit and not-for-profit day care programs. Three basic topics covered are: (1) choosing the type of organization (sole proprietorship, partnership or corporation), (2) forming the organization, and (3) operating the program. The chapter on organization types describes each type in terms of general characteristics, ease of operation, nature and extent of liability, and tax status. The following chapter presents a step-by-step description of formation procedures for each type of organization, as prescribed by state laws. Chapters on program operation cover financial procedures (including social security and tax requirements), tax exemption, personnel policy, contracts, and insurance (including workman's compensation, fidelity bonds, and health, liability, automobile, unemployment, and fire and theft insurance). A final chapter considers issues of liability resulting from accidents or other types of torts, or from breaches of contract, in terms of legal relationships among staff members, director and board of directors. (BF)

ED 148 472 **PS 009 693**

Katz, Lilian G. And Others

Sex Role Socialization in Early Childhood.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Pub Date—Dec 77

Note—107p.; For companion bibliography, see PS 009 694

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #171, $4.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Birth Order, Changing Attitudes, *Early Childhood Education, Family Influence, Fatherless Family, *Literature Reviews, Mass Media, Modeling (Psychological), Motivation, Parent Role, Punishment, School Role, *Sex Differences, *Sex Role, Sex Stereotypes, Siblings, *Socialization, Television Viewing, Toys, Working Parents

This paper reviews the theory and research related to the sex role socialization of young children, specifically addressing a range of theoretical and practical issues related to the implementation of the Women's Educational Equity Act. Section I examines the influence of the family on children's sex role development, focusing on differentiated shaping by sex and imitation of same sex models. Topics included are: (1) sex-typing pressure; (2) punishment, aggression and activity level; (3) dependence and independence; (4) achievement motivation; (5) toys; (6) siblings and birth order; (7) parental role differentiation and father dominance; (8) maternal employment; and (9) father absence. Section II deals with sex role and the mass media, with emphasis on the content of television programs and the effects of television viewing. Section III discusses the school's role in stopping its own sex-typing influence and in counteracting the sex-typed attitudes of its students. Implications for school programming and recommendations for further research are presented. A list of more than 150 references is included. (JMB)

ED 148 473 **PS 009 694**

Katz, Lilian G. And Others

Sex Role Socialization in Early Childhood: An Annotated Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Pub Date—Dec 77

Note—76p.; For companion paper, see PS 009 693

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #170, $3.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Child Rearing, *Early Childhood Education, Family Influence, Instructional Materials, Mass Media, Parent Child Relationship, Research, School Role, Sex Differences, *Sex Role, *Sex Stereotypes, Social Development, *Socialization, Teacher Behavior, Theories

This annotated bibliography contains 321 references to materials related to sex role socialization in young children. Included are: (1) general references; (2) references on the influence of media, school, and family; and (3) references on curriculum materials. Prepared in conjunction with "Sex Role Socialization in Early Childhood," a paper reviewing theory and research related to the sex role socialization of young children, this bibliography provides annotations for all references cited in the paper as well as for approximately 200 additional references. The bulk of research cited was conducted between 1970 and 1977. (Author/SB)

RC

ED 115 407 **RC 008 858**

Streiff, Paul R.

School Management Options for American Indians.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 75

Contract—400-75-0025

Note—55p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulvard, Austin, Texas 78702 (Stock No. EC-030; $3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*American Indians, Community Involvement, Decision Making, *Educational Alternatives, *Educational Objectives, Federal Government, Information Dissemination, *Management, *Program Descriptions, Public Schools

Identifiers—BIA, Bureau of Indian Affairs, Combination Schools, Federal Schools, *Presidential Secretarial Educ Objective 1975, Tribal Private Schools Contract Schools

In response to the Presidential/Secretarial Educational Objective of 1975 which called for a statement from American Indian communities relative to their educational management preferences, the Office of Indian Education Programs (OIEP) established a program for gathering and disseminating educational management options to Indian people. A seven program series was developed by OIEP which included the following: (1) Introduction to the Series: Management Decisions in Indian Education; (2) Selecting Educational Goals and Assessing Educational Needs; (3) The Federal School; (4) The Public School; (5) The Tribal-Private School; (6) The Combination School; and (7) Another Look: It's Your Move (a review of all options). While 78 schools participated in the FY 1975 project, there has been a reluctance to officially determine community preferences as some people see the right to no decision as inherent in the definition of self-determination. Other Indian people are simply generally suspicious of any government program, believing the only real option to be that of the contract school which is perceived as just another avenue toward termination. Employing a more gradual approach to the transition period and allowing for an Indian definition of self-determination, the OIEP has extended the Objective through FY 1976 and has added 30 more schools to the project. (JC)

ED 115 408 **RC 008 864**

Edington, Everett D.

Strengthening the Small Rural School.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—400-75-0025

Note—63p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-031; $3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Community Involvement, *Curriculum, Educational Facilities, Faculty Recruitment, *Financial Support, Organization, Problems, *Rural Schools, *Small Schools, Sociocultural Patterns, Student Teacher Relationship

Since small school problems are magnified in rural areas and since small rural schools have suffered, consequently, from the consolidation syndrome, it is important to acknowledge the fact that due to geographical limitations some rural areas cannot consolidate and others simply prefer the small school environment. It should also be recognized that there are both strengths and weaknesses inherent in the small rural school. Weaknesses attributable to small rural schools include: (1) poor organizational structures; (2) difficulties in the recruitment and retention of quality personnel; (3) inadequate facilities; (4) curriculum deficiences; (5) inadequate financial support. Strengths attributable to the small rural school include: (1) an homogeneous sociocultural background; (2) the potential for close-knit educational organization; (3) close student/teacher relationships; (4) community involvement; and (5) a classroom environment conducive to innovative techniques. While the problems of finance must be met at the local, State, and Federal levels, solutions to many of the problems of the small rural school can probably best be found by coupling inherent strengths with innovative educational practices which encompass use of: the intermediate unit; the shared services concept; media and technology; mobile units; and in-service programs. (Author/JC)

ED 118 289 **RC 008 926**

Guerra, Roberto S.

Work Experience and Career Education Programs for Migrant Children.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—400-75-0025

Note—90p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-032, $4.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, Career Exploration, Definitions, *Educational Needs, Life Style, *Migrant Children, Migrant Youth, *Program Development, Vocational Counseling, Vocational Development, *Work Experience Programs

Of the more than two million seasonal farmworkers in the United States, nearly half are between the ages of 14 and 20 years. Although much has been done recently to meet some of the special needs of these migrant youth, they are still confronted with inadequate educational and training opportunities and limited career aspirations. In the forefront of what has been done is career education, a widely discussed but little understood concept among educators and public alike. By adapting the concepts of career education to the special and unique circumstances of the migrant farmworker, career education can have a positive impact on the educational process of the migrant child. This paper focuses on the philosophical and process assumptions of career education and applies them to the special situation of migrant children. Career education is discussed as a: (1) means of strengthening the relationship between the school and work, (2) means of easing the transition between school and work when the time comes, and (3) vehicle which will give migrant youth the opportunity to choose among alternative social and occupational lifestyles. (NQ)

ED 118 292 **RC 008 958**

Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—400-75-0025

Note—131p.; Not available in hard copy due to marginal legibility of original document. For related documents, see ED 101 909

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-034; $6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, Agricultural Laborers, *Annotated Bibliographies, Educational Programs, Federal Legislation, Human Services, Mexican Americans, *Migrant Education, *Migrants, Outreach Programs, *Publications, Subject Index Terms

A supplement to six previous bibliographies, this bibliography provides access to some of the latest resource material, research findings, and/or developments in migrant education. Part 1 contains 82 citations and abstracts which appeared in "Resources in Education" (RIE) from January 1975 through December 1975. Part 2 includes 21 citations of journal articles which appeared in "Current Index to Journals in Education" (CIJE) from January 1975 through December 1975. The citations cover such topics as agricultural laborers, educational programs, Federal programs and legislation, human services, Mexican Americans, migrant child education, migrant workers, outreach programs, rural education, and summer programs. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of migrant education. Ordering information and a directory of ERIC Microfiche Collections are appended. (NQ)

ED 118 306 RC 008 981

Outdoor Education, a Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—400-75-0025

Note—199p.; For related document, see ED 101 907

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-035, $7.00)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Abstracts, *Conservation Education, Curriculum Guides, Emotionally Disturbed, *Environmental Education, Learning Activities, Natural Resources, *Outdoor Education, Program Descriptions, Resource Guides, Science Education, Subject Index Terms, Teaching Guides

Identifiers—CIJE, Current Index Journals in Education, Research in Education, RIE

A supplement to 5 previous bibliographies, this bibliography provides access to some of the latest resource material, research findings, and/or developments in outdoor education. Part I contains 143 citations and abstracts which appeared in "Resources in Education" (RIE) from the January 1975 issue through the December 1975 issue. Part II includes 61 citations of journal articles which appeared in "Current Index to Journals in Education" (CIJE) from the January 1975 issue through the December 1975 issue. In addition to outdoor education, the citations cover such topics as conservation education, educational programs, emotionally disturbed, environmental education, natural resources, nature centers, learning activities, science education, and urban environment. Types of materials cited include curriculum guides, research reports, resource guides, instructional materials, program descriptions, and teaching guides. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of outdoor education. Ordering information is included. (NQ)

ED 118 330 RC 009 005

Rodriguez del Pino, Salvador, Ed. And Others

Proceedings of the National Exploratory Conference on Chicano Sociolinguistics (Las Cruces, New Mexico, November 6-8, 1974).

National Council for Chicano Sociolinguistic Research.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Note—284p.; Occasional light print

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-033, $8.00)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Attitudes, *Bilingual Education, Community Influence, Conference Reports, Guidelines, Language Instruction, *Language Research, *Linguistic Theory, Material Development, *Mexican Americans, *Sociolinguistics, Spanish

Identifiers—Chicanos

Purpose of the conference was to develop a set of priorities for sociolinguistic research on the Chicano community over the next 3 to 5 years. The conference was designed to develop guidelines for such research. Workshops dealt with specific areas of sociolinguistic theory, applied sociolinguistics, and sociolinguistic research policy guidelines. Topics covered were: (1) language varieties and attitudes toward language, (2) sociolinguistics and bilingual education, (3) Spanish language instruction for Chicanos, (4) language creativity in the Chicano community, (5) language policies and the Chicano community, (6) publication and dissemination of Chicano language materials, and (7) guidelines for sociolinguistic research. After the workshops, a plenary session was held to present workshop summaries and resolutions to the group as a whole. Prepared from transcriptions of recorded sessions and from notes taken at the workshop sessions, this report includes a summary of the workshop discussion and recommendations, a brief analysis of the workshop proceedings, a presentation of the final plenary session, and a list of participants. The proceedings appear in both English and Spanish in order to reproduce the actual linguistic setting of the workshops. Where the workshop was conducted primarily in Spanish, a short summary in English is provided. (NQ)

ED 118 336 RC 009 012

Metcalfe, John A.

Adventure Programming.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—NIE-C-400-75-0025

Note—56p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-036; $3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Educational Objectives, Equipment, Evaluation Needs, Facility Requirements, Financial Support, Food, *Higher Education, Historical Reviews, Information Sources, *Outdoor Education, Planning, *Program Descriptions, *Program Development

Identifiers—*Adventure Education

Summarizing the historical development of Adventure Education concepts and programs, this publication describes past and present programs and presents suggestions relative to future programming. Specifically, the following are discussed: (1) Informal Education Programs (Outward Bound; the National Outdoor Leadership School; and other informal programs); (2) Formal Education Programs (college leadership in adventure programs–Dartmouth, Brigham Young, and a list of higher education institutions currently offering adventure education programs); (3) Program Development (the ways and means of program justification and initiation); (4) Funding (quality planning, government grants, and community and business donations); (5) Equipment and Facilities (used, surplus, student owned, and hand made equipment and equipment cost effectiveness, maintenance, and safety); (6) Food (student involved decision making and the weight and cost factors); (7) Program Planning (site selection; group size; program length; ecological considerations: safety; staffing and certification; human relations; technical skills; student and leader responsibilities): (8) Program Evaluation Needs (scientific vs value judgment evaluations; exemplary program evaluations; behavioral objectives); (9) Recommendations (standards; monitoring; testing and research; and information coordination). (JC)

ED 119 888 RC 009 028

Cotera, Martha

Profile of the Mexican American Woman.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—NIE-C-400-75-0025

Note—280p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-037, $8.00)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Achievement, Bibliographies, Cultural Images, Family Life, *Females, Feminism, Life Style, Mexican American History, *Mexican Americans, *Role Perception, Self Actualization, *Sex Role, Socioeconomic Background

Identifiers—*Chicanas

The second largest group of minority women in the U.S., Mexican American women share multitudinous histories, vast differences in lifestyles, experiences and realities. A Chicana may have recently arrived from Mexico, or her ancestors may have been in the Southwest since 1520 (or before) or in the Midwest since the 1880's. She may be rural, urban, poor, middle class or Ph.D., a high school dropout, a teacher, or a migrant. She does share some basic, and heterogeneous, roots in the development of Indian and Spanish culture and history. She also shares the history of involvement and participation which has been a way of life for the Chicano community in the U.S. since 1848. Documenting the development of Mexican American women in Mexico and the U.S., this monograph discusses: the Chicana's historical legacy during Mexico's Pre-Columbian and Colonial Periods, its War for Independence, the 1910 Revolution, and during the United States Colonial Period and history between 1840 and 1960; Chicanas in the U.S. today–their education, employment status, income, health, housing, roles, and attitudes; the Chicana and her family; today's Chicana and her achievements in education, literature and journalism, political activities, and labor; Chicanas in the feminist movement; and the Chicana and the future. Appended are a 119-item bibliography, addresses for 35 Chicana organizations, and various resolutions passed between 1970 and 1975 in 10 Chicana conferences. (NQ)

ED 125 807 RC 009 287

Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Contract—400-75-0025

Note—64p.; For related document, see ED 107 416

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-038, $3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Citation Indexes, Educational Development, Educational Problems, *Educational Research, Elementary Secondary Education, Publications, Rural Areas, *Rural Schools, *Small Schools, Subject Index Terms

Compiled to provide access to some of the latest resource material, research findings, and/or developments in small school education, this bibliography supplements two previous bibliographies which in conjunction with four others published under the title of "Rural Education and Small Schools" provides cumulative coverage. Part I of this supplement contains 26 citations taken from the April 1975 through March 1976 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number, publication date, title, author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the April 1975 through March 1976 issues of "Current Index to Journals in Education" (CIJE), Part II includes six citations. Each CIJE entry includes an ERIC accession number, publication date, title, author(s), descriptors, identifiers, journal citation, and an annotation when necessary. A wide variety of material (program descriptions, technical reports, bibliographies, etc.) is covered, particularly in the areas of elementary/-secondary education, rural schools, and educational problems. Part III presents an RIE/CIJE subject index, while Part IV presents a list of the standing order microfiche collections. Ordering information is appended. (JC)

ED 125 808 RC 009 288

Rural Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—400-75-0025

Note—352p.; For related document, see ED 107 429

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-039, $8.00)

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Citation Indexes, Developing Nations, Educational Research, *Periodicals, Program Descriptions, Rural Areas, Rural Development, Rural Education, Rural Population, Rural Schools, *Rural Urban Differences, Rural Youth, Small Schools, Southern States, Subject Index Terms

Compiled to provide access to some of the latest resource material, research findings, and/or developments in rural education, this bibliography supplements six previous publications, providing cumulative coverage. Part I of this supplement contains 267 citations and abstracts taken from the April 1975 through March 1976 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number, publication date, title, author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the April 1975 through March 1976 issues of "Current Index to Journals in Education" (CIJE), Part II includes 72 citations which are annotated when necessary. Each CIJE entry includes an ERIC accession number, publication date, title, author(s), descriptors, identifiers, and journal citation. A wide variety of material (annual reports, technical reports, books, program descriptions, etc.) is covered. Subject areas most frequently cited include: rural development; rural schools; small schools; rural population; rural urban differences; rural areas; program descriptions; and developing nations. Part III presents an RIE/-CIJE subject index, while Part IV provides a list of the standing order microfiche collections. Ordering information is appended. (JC)

ED 127 053 RC 009 316

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—400-75-0025

Note—293p.; For related document, see ED 107 428

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-040, $7.00)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Biculturalism, Bilingual Education, Bilingualism, *Citation Indexes, English (Second Language), *Mexican Americans, *Periodicals, Program Evaluation, Spanish, Spanish Americans, Spanish Speaking, Subject Index Terms, Teacher Education

Identifiers—Chicanos

A supplement to six previous ERIC/CRESS bibliographies, the present bibliography was compiled to provide access to some of the latest resource material, research findings, and/or developments in Mexican American education. Part I of the present bibliography contains 205 citations and abstracts which appeared in the April 1975 through March 1976 issues of "Resources in Education" (RIE). Part II contains 80 journal article citations which appeared in "Current Index to Journals in Education" (CIJE) from April 1975 through March 1976. Entries cover such topics as bilingual education, English as a second language, Spanish, program evaluation, Chicanos, Spanish Americans, Spanish speaking, teacher education, language instruction, academic achievement, bilingualism, culture, ethnic studies, and reading instruction. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area. Ordering information and a list of standing order microfiche collections are also included. (NQ)

ED 127 056 RC 009 328

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Contract—400-75-0025

Note—282p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-041, $7.00)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Abstracts, American Indian Culture, American Indian Languages, *American Indians, *Annotated Bibliographies, Bilingual Education, Cultural Awareness, Cultural Background, Educational Legislation, *Educational Resources, Library Services, *Periodicals, Program Development, Program Evaluation, Reading Materials, Reservations (Indian), Self Actualization, Subject Index Terms, Tribes

Compiled for school administrators, teachers, researchers, information specialists, professional organizations, students, and others interested in locating educational resources on the American Indian, this annotated bibliography supplements six previous publications put out by the Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/-CRESS). Part I of this bibliography presents 193 citations and abstracts which appeared in Resources in Education (RIE) between April 1975 and March 1976. Each RIE citation includes: an ERIC accession number (ED); author(s); title; source; date of publication; availability; descriptors; identifier(s); and the abstract. Part II presents 82 citations from Current Index to Journals in Education (CIJE) which appeared between April 1975 and March 1976. Each CIJE citation includes information comparable to that of the RIE citations with the exception that annotations are only provided when necessary. Part III presents a combined RIE-CIJE subject index, and Part IV lists the standing order microfiche collections found throughout the world. Covering a wide variety of materials, the subject areas most often cited are: American Indian culture and languages; cultural awareness and background; bilingual education; library services; program development and evaluation; reservations; educational legislation; and self-actualization. (JC)

ED 131 996 RC 009 596

Arciniega, Tomas A.

Preparing Teachers of Mexican Americans: A Sociocultural and Political Issue.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Contract—400-75-0025

Note—38p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-042, $3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Cultural Education, Curriculum Development, Educational Accountability, *Educational Improvement, *Educational Opportunities, *Equal Education, Higher Education, *Mexican Americans, Performance Based Teacher Education, Political Issues, Social Influences, State of the Art Reviews, *Teacher Education, *Teacher Programs, Teaching Models

One of the principal obstacles to equalizing educational opportunities in the public schools has been the difficulty in achieving consensus among educational leaders on what is meant by "equal educational opportunity". This shortcoming is critical because how one defines equality determines and shapes the approaches used to attack the problems perceived in the system. The few actual changes and reforms that have been brought about in the education of minorities have resulted from court imposed mandates. Education has failed to respond more effectively to the needs of minorities because of its insistence on continuing old value assumptions about the nature of minority cultures, a basic unwillingness to institute major changes, and the flat refusal of schools and universities to collaborate and involve in a meaningful way the ethnic communities. Teacher educators need to begin facing the reality that the focus of current reform efforts has to be the schools and universities. This monograph focuses on the implications of this imperative for teacher preparation programs which purport to serve the needs of Mexican Americans. The monograph addresses: (1) the problems and issues in equalizing educational opportunities in this country; (2) the state of the art in preparing teachers of Mexican Americans; and (3) the need for change and an alternative model. (Author/NQ)

ED 133 104 RC 009 574

Apodaca, Raymond D.

Directory of Information on Health Careers for American Indians.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Contract—400-75-0025

Note—29p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-043, $3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*American Indians, *Career Opportunities, Careers, Community Agencies (Public), *Directories, *Educational Programs, Grants, *Health Occupations, Private Agencies, Scholarships, Special Programs, *Student Financial Aid, Training

Identifiers—*Indian Health Service

Designed to provide access to information on health and health-related careers for American Indians, this directory presents the following: (1) Introduction (describes the need for American Indian health professionals and presents statistics on the number of Indians needed in the major health careers); (2) General Health Career Information (7 entries re: trends, statistics, programs, etc.); (3) Health and Health-Related Career Information (84 names and addresses of associations, agencies, specialized colleges, societies, programs, etc.); (4) Financial Planning Information (13 names and addresses of agencies supplying financial planning information); (5) Financial Aids, Grants, and Scholarship Programs for American Indians (8 names and addresses of health and general financial resources allocated especially for Indians); (6) General Financial Aids, Grants, and Scholarship Programs (22 entries); (7) Private and Organizational Financial Resources (31 names and addresses of funds, foundations, and associations); (8) Special Indian Programs in Health Careers (16 entries); (9) Training and Education Programs of the Public Health Service/Indian Health Service (14 entries as listed in the 1970 Department of Health, Education, and Welfare publication "New Careers in the Indian Health Program"). (JC)

ED 134 351 RC 009 614

Arnow, Beth

Bilingual/ESL Programs for Migrant Children.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Contract—400-75-0025

Note—56p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-044, $4.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Ancillary Services, *Bilingual Education, Community Involvement, Educational Needs, Educational Programs, Educational Strategies, Education Service Centers, *English (Second Language), *Instructional Design, Legislation, Literature Reviews, *Migrant Child Education, Models, Parent Participation, Program Content, *Program Development, Program Planning, *Spanish Speaking

Today Spanish speaking migrant families from the Rio Grande Valley are moving to such eastern states as Florida and New York, as well as to the western agricultural states. Because these children are migratory, they have special social and physical needs. Therefore, programs developed for them cannot focus solely on academic needs and classroom activities. Comprehensive programs must consider and, if possible, include the family and the community in order to meet the children's needs as completely as possible. This monograph discusses the development of special programs for these Spanish speaking migrant children. Topics covered are: definition of bilingual education and English as a Second Language (ESL), judicial and legislative support, pre-program assessment, grade and age level, children's length of stay, integration with or segregation from the regular school program, selection of program models (i.e., intensive ESL, pull-out ESL, transitional model, maintenance bilingual model, and supplementary model), establishment of instructional program goals based on the model, program staff, parent and community involvement, support services, instructional materials, student and program evaluation, and dissemination. Colleges and universities which offer bilingual education training, and bilingual education centers are listed in the appendices (NQ)

ED 134 383 RC 009 656
Weisbrod, Steve
Communication Needs in Migrant Education.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—400-75-0025
Note—25p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-049, $3.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Centralization, Committees, Information Dissemination, Information Needs, *Information Networks, *Migrant Education, *Needs, *Organizational Communication, Professional Associations, Resource Centers

Professionals engaged in the field of migrant education need a strong central information network to provide information about various new developments in the field. Some of the functions of such a central network would be to (1) establish a clearinghouse and information center on programs, materials, personnel, events and other activities that are directly supported by migrant funds or are supportive of migrant efforts; (2) organize appropriate task forces or committees that would deal with relevant components of migrant education so that the profession would have an official voice at national, state and local meetings; (3) provide assistance to all major national, regional and state meetings to assure that the proceedings of these meetings are properly recorded and disseminated to the appropriate people; and (4) establish a professional association for migrant educators to voice their concerns, lobby for changes, and improve the quality of the profession and services to the children. The establishment of such a central network would contribute to the creation of a desperately needed organized line of communication for migrant educators. It would also eliminate a lot of duplication of services throughout the profession. This paper presents a detailed explanation of each of the functions of this proposed central network. Migrant Directors in each state are listed. (Author/NQ)

ED 134 384 RC 009 657
Bradford, Douglas
Incorporating Orienteering in School Programs.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—400-75-0025
Note—36p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-046, $3.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Activity Learning, Course Organization, Definitions, Distance, Educational Equipment, Elementary Education, *Interdisciplinary Approach, *Map Skills, *Outdoor Education, *Physical Activities, Program Costs, Program Guides, *Running, Skill Development, Time
Identifiers—*Orienteering

Orienteering has been described as being "either a serious sport, or a relaxing recreation". Orienteering can be a family affair or an individual fight against the clock. In its simplest form, orienteering can be described as a cross-country run, jog, or walk on a predetermined course, using a map and a compass to find several control points on the way. Orienteering realizes an ideal balance between the intellectual and the physical. It requires an integration of physical skills and conditioning with intellectual expertise. Since there are many ways to analyze and navigate land surfaces, orienteering incorporates a highly individualized combination of one's own abilities and judgment. This paper (1) defines "orienteering" for the educator; (2) acquaints the educator, whether school administrator or teacher, with basic orienteering skills; (3) presents a rationale for the inclusion of orienteering in those areas of the school curriculum wherein it can be utilized advantageously; and (4) acquaints the educator with the factors that must be considered in establishing an orienteering program. (Author/NQ)

ED 134 390 RC 009 664
Edington, Everett D., Ed. And Others
An International Collection of Research on Rural Youth: Proceedings of the Rural Youth Seminar, Fourth World Congress of Rural Sociology (Torun, Poland, August 1976).
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—400-75-0025
Note—47p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-050, $4.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Abstracts, Academic Aspiration, Agriculture, *Annotated Bibliographies, Attitudes, Educational Opportunities, Elementary Secondary Education, Foreign Countries, Group Membership, Higher Education, Indexes (Locaters), *International Organizations, Occupational Choice, Research Methodology, Rural Development, *Rural Urban Differences, *Rural Youth, *State of the Art Reviews, Values
Identifiers—*International Network of Rural Youth Researchers

Constituting the first material accomplishment of the recently formed International Network of Rural Youth Researchers (INRYR), this annotated bibliography presents abstracts of 19 papers presented at the Fourth World Congress for Rural Sociology during the summer of 1976 at Torun, Poland in a seminar entitled "Rural Youth: Human Resource or Human Burden". While emphasis on rural youth and mode of presentation vary considerably, these papers constitute state of the art reviews relative to the country under discussion and address three major areas of concern: (1) the problem of preserving traditional rural values while simultaneously incorporating the more modern orientations of a technological society; (2) growing recognition on the part of most countries of the interdependency of social and economic development; and (3) the problem of preserving rurality and/or rural ethnicity while simultaneously meeting national goals. Differences between the orientations of developed and developing nations are presented in this collection, as is the general consensus that comprehensive, long term rural development policies and procedures are needed to deal with problems related to rural youth. Additionally, this bibliography presents subject and title/author indices, availability information, and a listing of current INRYR members by country, title, and address. (JC)

ED 135 506 RC 009 613
Muse, Ivan D.
Preservice Programs for Educational Personnel Going Into Rural Schools.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—400-75-0025
Note—54p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-047, $4.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Community Involvement, Elementary Secondary Education, Higher Education, *Inservice Education, Interaction, Interagency Cooperation, Performance Based Teacher Education, *Preservice Education, *Rural Environment, Rural Schools, Rural Youth, Special Education, *Specialization, *State of the Art Reviews, *Teacher Education, Team Administration

Characterized by limited financial resources, course offerings, vocational education programs, faculty, and administrators, rural schools have a student population that is generally poorer, less motivated, more culturally deprived, and more isolated than its urban counterpart. Consequently, the rural school teacher has an especially demanding job, which is considerably more complicated than that of the urban teacher. Results of a nationwide survey indicated that 75.4% of the teachers surveyed felt they were inadequately prepared to teach in rural schools. Some of the newer approaches to teacher training that seem particularly useful are: earlier teacher training experiences; micro-teaching; mediated learning aides; competency based teacher education; and teacher centers. Among 200 teacher training institutions in a nationwide survey, there were only 15 which had any rural education emphasis. However, the National Rural/Regional Education Association supports an active and growing group of university personnel interested in rural education, and there are rural education programs going on in Idaho, Utah, New York, and other places striving to meet rural needs via preservice and/or inservice course work. Rurally responsive training must encompass: specialized faculty; cooperative relationships among educational agencies; team governance and close interaction between teacher trainers, community, parents, etc.; and preservice and inservice training. (JC)

ED 136 971 RC 009 715
Outdoor Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—400-75-0025
Note—111p.; For related document, see ED 118 306
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-052, $5.50)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Abstracts, *Annotated Bibliographies, Camping, *Conservation Education, Curriculum Guides, Early Childhood Education, Elementary Secondary Education, *Environmental Education, Field Trips, Handicapped Children, Higher Education, Instructional Materials, Learning Activities, Natural Resources, *Outdoor Education, Program Descriptions, Program Development, Resource Guides, Science Activities, Science Education, Subject Index Terms, Teaching Guides, Urban Education

A supplement to six previous bibliographies, this bibliography provides access to some of the latest resource material, research findings, and/or developments in outdoor education. Part I contains 47 citations and abstracts which appeared in "Resources in Education" (RIE) from the January 1976 issue through the December 1976 issue. Part II includes 69 citations of journal articles which appeared in "Current Index to Journals in Education" (CIJE) from the January 1976 issue through the December 1976 issue. In addition to outdoor education, the citations cover such topics as camping, conservation education, curriculum development, discovery learning, ecology, educational philosophy, elementary school science, environmental education, field trips, facilities, handicapped children, land use, learning activities, natural resources, nature centers, oceanology, program development, resident camp programs, science activities, teacher education, and urban environment and education. Types of materials cited include curriculum guides, research reports, resource guides, instructional materials, program descriptions, and teaching guides. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of outdoor education. Ordering information and a list of the 16 ERIC clearinghouses are included. (NQ)

ED 139 549 RC 009 714
Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—400-75-0025
Note—213p.; For related document, see ED 118 292
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-051, $8.00)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Abstracts, Agricultural Laborers, *Annotated Bibliographies, Bilingual Education, Day Care Services, Early Childhood Education, Educational Programs, Elementary Secondary Education, Employment Trends, Federal Legislation, Health, Housing, Human Services, Mexican Americans, *Migrant Education, *Migrants, Mobile Educational Services, Outreach Programs, Parent Participation, *Publications, Rural Population, Socioeconomic Influences, State Programs, Subject Index Terms, Tutorial Programs

A supplement to seven previous bibliographies, this bibliography provides access to some of the latest resource material, research findings, and/or developments in migrant education. Part I contains 175 citations and abstracts which appeared in "Resources in Education" (RIE) from January 1976 through December 1976. Part II includes 14 citations of journal articles which appeared in "Current Index to Journals in Education" (CIJE) from January 1976 through December 1976. In addition to migrant education, the citations cover such topics as academic achievement, agribusiness, agricultural laborers, American Indians, ancillary services, bilingual education, child care, compensatory education programs, computer oriented programs, day care services, early childhood education, economic factors, educational assessment, educational programs, employment trends, English as a Second Language, family programs, Federal legislation, Federal programs, interstate programs, manpower utilization, Mexican Americans, migrant children, health services, housing, migrant workers, mobile educational services, parent participation, program effectiveness, Puerto Ricans, resource allocations, rural population, state programs, and tutorial programs. A combined RIE and CIJE subject index is provided. Ordering information and a list of the 16 ERIC clearinghouses are included. (NQ)

ED 140 994 **RC 009 919**
Bachert, Russel E., Jr.
Directory of Outdoor Education Degree Programs in Higher Education.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 77
Contract—400-75-0025
Note—334p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-053, $12.00)
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors—Affiliated Schools, College Credits, *College Programs, Conservation Education, Course Descriptions, Degree Requirements, Degrees (Titles), *Directories, Ecology, Enrollment, *Environmental Education, Faculty, *Higher Education, Nature Centers, *Outdoor Education, Program Content, Program Descriptions, Universities

The directory represents a compilation of 61 institutions of higher education in the United States that offer a degree program or a concentration within a degree program in any of the following related areas: outdoor education, environmental education, conservation education, or environmental interpretation. All institutions are indexed alphabetically by state. Each entry includes the following information: name of the institution; contact person with his mailing address and phone; academic location; degree(s) offered in outdoor education; number of full-time and part-time faculty, along with a description of their degrees and rank; founding date of department and degree program(s); credit hour requirements; outdoor education course titles and descriptions; number of students enrolled in and graduated from each program; approximate number of total students in various degree programs and percentage of those students in outdoor education programs; future developments forecast by the university; and a description of any field campus or environmental education center used in the university program(s). (Author)

ED 148 510 **RC 010 200**
Abt, Wendy Peter And Others
One Year Out: Reports of Rural High School Graduates.
Abt Associates, Inc. Cambridge, Mass.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 77
Contract—400-75-0025
Note—56p.; Parts of the document are marginally legible due to type size
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-059, $3.75)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Aspiration, Community Characteristics, Comparative Analysis, Employment, *Graduate Surveys, *High School Graduates, Migration Patterns, National Surveys, Post Secondary Education, Predictor Variables, *Rural Urban Differences, *Rural Youth, Self Evaluation, *Student Attitudes, Tables (Data), Values
Identifiers—*Experimental Schools Program, Project Rural

Drawing from reports of rural graduates' insights, the study examined whether graduates of small school districts serving rural areas systematically differ from graduates of more metropolitan school districts. Primary data were collected during a four-year longitudinal study of students attending small schools serving rural areas (Project Rural). Survey questionnaires were mailed to 1,028 high school graduates in 9 rural school districts one year after they graduated. Only 289 of the 1974 graduates responded. Selected data from a national probability sample of 16,000 cases was used to assess the representativeness of the smaller sample, and to compare the differences in attitudes between urban, suburban, small town, and rural senior high school students. Information from a questionnaire on the activities, ideas, and feelings of the students during their senior year was analyzed to determine which of the items most clearly predicted what the pupils would be doing a year after graduation. Among the major conclusions were: few rural graduates one year after graduation were leaving their home communities to seek jobs elsewhere; graduates usually left to continue their education; patterns of post-graduate activities were very different across school districts and not easily explained by community demographic differences; when district variations were averaged out, rural, small town, suburban and urban graduates were "surprisingly similar" in terms of values, attitudes and in their evaluations of the schools. (NQ)

SE

ED 104 719 **SE 019 006**
Szabo, Michael And Others
Metric Education Activities in State and Territorial Departments of Education - A Survey.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Pennsylvania State Univ., University Park. Coll. of Education.
Pub Date—Feb 75
Note—48p.
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Budgets, Curriculum Development, Educational Change, Educational Legislation, *Educational Planning, Inservice Teacher Education, *Mathematics Education, *Metric System, National Surveys, Research, *State Departments of Education, *Surveys

By reviewing the literature on metric education, the authors identified eight major categories of concern: (1) national planning, (2) state planning, (3) budget needs, (4) curriculum development, (5) inservice training, (6) exemplary programs, (7) legislation, and (8) anticipated needs. A 16-item questionnaire to assess status with respect to these areas was developed and sent to state supervisors of science and mathematics. Responses were received from 46 states, the District of Columbia, and 4 territories. Data were analyzed and used to estimate the extent to which states were able to meet four objectives: comprehensive planning, effort for legislation, provision of curricular materials and inservice training, and budgetary support. It was concluded that states exhibited these abilities only slightly. The authors recommend that objectives for full metric education be developed, and that communication channels among states be established to aid in the development of materials. They also advise that metric consultants be identified, that efforts to pass legislation be intensified and that the approach to metric education be an interdisciplinary one. The questionnaire used and data collected are appended to this report. (SD)

ED 104 720 **SE 019 007**
Higgins, Jon L. Sachs, Larry A.
Mathematics Laboratories: 150 Activities and Games for Elementary Schools.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 74
Note—207p.
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, OH 43210 ($3.50)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Activity Learning, Basic Skills, Elementary Education, *Elementary School Mathematics, Games, Geometric Concepts, *Instruction, Instructional Materials, *Laboratories, *Manipulative Materials, Measurement, Number Concepts

This volume presents a collection of activities and games for use in elementary school mathematics laboratories. The activities and games included were submitted by classroom teachers and were selected for their use of manipulative materials or their reliance on student interactions. Several of the activities included have been described in "The Arithmetic Teacher," but many are first published in this volume. Activities described are in eight subject matter categories: (1) number concepts, (2) addition and subtraction, (3) multiplication and division, (4) number skills review, (5) measurement, (6) fractions, (7) graphs and functions, and (8) geometric concepts. The goals of activities range from increasing speed and power in computational situations to concept learning, development of strategies, and discovery. Each activity description is in outline form and includes statements of goals and purposes materials needed, procedures involved, and activity source. Many descriptions include diagrams and instructions for making any necessary materials. (SD)

ED 108 893 **SE 019 075**
Lesh, Richard , Ed.
Cognitive Psychology and the Mathematics Laboratory. Papers from a Symposium.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—[74]
Note—149p.; occasional small print
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 ($2.75)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Activity Learning, *Cognitive Development, Conference Reports, Elementary School Mathematics, Elementary Secondary Education, Laboratories, Learning, *Mathematical Applications, Mathematical Concepts, *Mathematics Education, *Psychological Studies, *Research
Identifiers—Northwestern University, Piaget (Jean)

This volume records the papers presented at a Northwestern University symposium concerning the articulation of cognitive psychology with mathematics education. Piagetian theories are described and extended to classroom applications in several of the papers; other psychological theories such as information processing are also discussed. All of the papers are concerned with students' learning mathematics in an active environment. Charles Smock's paper addresses the ways in which students organize mathematical ideas. Related to this question is Max Bell's paper on the role of applications in learning mathematics; Professor Bell explores the question of whether concepts must precede applications, or, conversely, application is a necessary part of the learning of concepts. Zoltan Dienes' discussion of finite geometries and Robert Davis' consideration of computer-assisted mathematics laboratories carry this theme further. The extension of Piaget's research to concepts ordinarily taught in the mathematics classroom, and to the development of children between the stages of concrete and formal operations is discussed by Leslie Steffe. The related issue of using Piagetian tasks in educational diagnosis is also discussed by Davis. An overview of psychological research as related to mathematics education, especially in the area of problem solving, is provided in Harry Beilin's paper. (SD)

ED 113 140 SE 018 780

Rowe, Mary Budd, Ed. DeTure, Linda, Ed.

A Summary of Research in Science Education-1973.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Note—93p.

Available from—John Wiley and Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 ($4.-95)

Journal Cit—Science Education; Special Edition 1975

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Educational Research, Handicapped, Instruction, Learning Theories, Physics, Preservice Education, *Research Reviews(Publications), *Science Education, Surveys, *Teacher Education, Testing

Identifiers—*Piaget (Jean)

The editors of this review have focused on four purposes: (1) to portray the state of knowledge in science education, (2) to describe any existing trends, (3) to identify areas which need to be researched, and (4) to provide tentative answers to pertinent problems, if any seem to emerge from the research. Research studies reviewed have been divided into the main categories of learning; education, characteristics and behaviors of teachers; values and philosophy; and surveys. Also, an index and bibliography are provided in order that the reader may make easy reference to the 307 research studies listed. (CP)

ED 113 152 SE 019 635

Suydam, Marilyn N., Ed. Osborne, Alan R., Ed.

Algorithmic Learning.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date—[75]

Note—19[illegible]p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 ($3.75)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Algorithms, Cognitive Processes, Elementary Secondary Education, Instruction, *Learning, Learning Theories, *Literature Reviews, *Mathematics Education, Memory, *Research, Teaching Methods

Identifiers—*Algorithmic Learning

This volume contains a series of papers on algorithmic learning. Included are six reviews of research pertaining to various aspects of algorithmic learning, six reports of pilot experiments in this area, a theoretical discussion of "The Conditions for Algorithmic Imagination," and an annotated bibliography. All the papers assume a common definition of algorithmic learning as "the process of developing and/or applying methods or procedures, i.e., algorithms, with the goal of learning-how-to-learn." A common definition of algorithm is also used. Topics covered by literature reviews include algorithmic processes for cognition, algorithms and hierarchies, conceptual bases for the learning of algorithms, interference with the learning of algorithms, algorithmic problem solving, and algorithms and mental computations. Research papers report on studies related to algebra (3), arithmetic (2) and the use of desk calculators (1). The authors conclude that there are many open researchable questions in the area of algorithmic learning. (SD)

ED 113 206 SE 019 816

Simon, Herbert A.

Learning with Understanding. Mathematics Education Report.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Jun 75

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975) at the invitation of the Special Interest Group for Research on Mathematics Education

Available from—Information Reference Center (ERIC/SMEAC), Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 ($1.25)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Artificial Intelligence, Computers, *Information Processing, *Learning, *Mathematics Education, Memory, *Problem Solving, *Research, Thought Processes

In this paper, Simon describes contemporary information processing approaches to the study of learning and thinking, and discusses the relevance of these studies to the distinction between rote and meaningful learning. Before defining the basic terminology of information processing research, he provides a brief literature review, describing some of the results in the study of capacity and search times for short-term and long-term memory. He then describes the basic methods by which the computer simulates mental activity, and the "thinking-aloud" methods by which human problem solving and computer problem solving are compared in the laboratory. Illustrating his theses with discussion of six types of problems (Katona's matchstick problem, towers of Hanoi, geometry proofs, algebra word problems, understanding instructions, and chemical thermodynamics), Simon describes various approaches to problem solving, and weighs the relative merits of each in terms of memory load, generalizability, and transfer. He distinguishes between the notions of problem solutions as a sequence of states or a sequence of operations. Other issues discussed include the importance of the semantic content of a problem or class or problems and of the schemata available to the problem solver. (SD)

ED 114 258 SE 018 781

Helgeson, Stanley L., Ed.

National Association for Research in Science Teaching 48th Annual Meeting, Abstracts of Presented Papers.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 75

Note—183p.

Available from—Center for Science and Mathematics Education, 244 Arps Hall, The Ohio State University, Columbus, Ohio 43210 ($3.00)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Abstracts, Conference Reports, *Conferences, *Educational Research, Reference Materials, Research, *Science Education, Speeches

Identifiers—NARST, National Association for Research in Science Teach

This publication was produced by the ERIC Information Analysis Center for Science, Mathematics, and Environmental Education in cooperation with the National Association for Research in Science Teaching (NARST) to provide abstracts of most of the papers presented at the 48th annual conference in Los Angeles, California, March 17-19, 1975. The abstracted papers cover a wide range of topics of importance in science teaching. Many report the results of current research in science education. General session topics included values education, evaluation education, and studying and defining effective science teaching. (GS)

ED 114 259 SE 018 800

Disinger, John F., Comp.

A Directory of Projects and Programs in Environmental Education. Third Edition.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 75

Note—409p.; For earlier editions, see ED 071 881 and ED 086 558

Available from—Information Reference Center (ERIC/SMEAC), Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 ($5.25)

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Activities, *Directories, *Educational Programs, Elementary Schools, *Environmental Education, Instructional Materials, Objectives, *Program Descriptions, *Projects, Reference Materials, Secondary Schools, Universities

Identifiers—ERIC SMEAC

The third edition of this directory describes 296 current environmental education programs and projects in the United States. It is representative of an extensive array of efforts in environmental education, with an emphasis on school programs. The directory is divided into three parts; however, there is some variation in format from the preceding two editions. Part 1 contains only update reports of programs and projects described in the 1973 edition. Reports of efforts not included in the second edition are described in Parts 2 and 3. Part 2 describes 104 school-related projects and programs. Part 3 reports the environmental efforts of 75 universities, organizations, research centers, parks, and state plans. Each entry provides the following information: program title, project director–name and address, directory references (Part 1), objectives, location, facilities, activities, available materials and those needed, teacher preparation, evaluation, problems encountered, future plans, and information available through the ERIC system. Programs and projects are arranged alphabetically by state. The appendices include names and addresses of the state coordinators for environmental education. (BP)

ED 114 260 SE 018 801

Scriven, Michael

Evaluation in Science Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 75

Note—14p.; Occasional Paper Series

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Curriculum, *Curriculum Evaluation, Educational Research, *Evaluation, Evaluation Methods, Evaluation Needs, *Science Education, Scientific Attitudes, *Scientific Methodology, *Values

This report discusses the importance of five types of evaluation in science and science education. First, evaluation must be recognized as a key process within science, both pure and applied, and must be taught as an integral part of science education. Second, the applications of science must be evaluated not only as a social responsibility and a pragmatic way to select researchable areas, but also as a scientific matter in itself, and thus a proper component of science education. A third type of evaluation in science education is the analytical approach to values-laden issues in a way that identifies the values' assumptions and proceeds to investigate their evidential status. A fourth important evaluation in science education is the evaluation of science materials; this is similar in some respects to the evaluation of applied science. The fifth way that evaluation enters into science education is in the attempt to list and indoctrinate the student with the supposed values of the scientific approach, such as truth, tentativeness, and criticality. Also discussed is evaluation as a form of knowledge and a form of education, as well as the types of evaluation content and attitudes specifically related to science education curricula. (Author/MLH)

ED 114 261 SE 018 802

Berliner, David C.

A Status Report on the Study of Teacher Effectiveness.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 75

Note—21p.; Occasional Paper Series

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Accountability, *Educational Research, Effective Teaching, Evaluation Criteria, *Evaluation Methods, *Performance Based Teacher Education, Research Methodology, Science Education, *Teacher Behavior, Teacher Influence

Identifiers—Research Reports

This report discusses the fact that many educators are committed to competency based teacher education and teacher accountability systems in spite of the lack of empirical evidence linking teacher behavior to student outcomes in the classroom. Some of the difficulties associated with research in this area are identified as problems in instrumentation, methodology, and statistics. Specific problem areas include the inadequacy of standardized tests, the unknown predictive ability of tests from special teaching units, the problem of building multivariate outcome measures, the problem of measuring the appropriateness of teacher behavior, the lack of experience in choosing an appropriate unit of analysis for describing teacher behavior, and the lack of stability of many teacher behaviors. Further research is recommended on how student backgrounds affect measures of teacher effectiveness, what subject matters should be examined, how normative standards and volunteer teachers affect what we can say about teachers and teaching, how individual students react to teaching skills, how students monitor and interpret a teacher's behavior in ways which may or may not coincide with how educational theorists interpret the phenomenon, and studies on the validity and generalizability of measures of teacher effectiveness. (Author/MLH)

ED 115 488 SE 019 831

Bitter, Gary G. Geer, Charles

Materials for Metric Instruction. Mathematics Education Reports.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Note—85p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 ($2.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Audiovisual Aids, Bibliographic Citations, *Bibliographies, Elementary School Mathematics, Elementary Secondary Education, Films, Filmstrips, Instructional Materials, *Mathematics Education, Mathematics Materials, Measurement, *Metric System, *Resource Materials, Secondary School Mathematics, Slides

This compilation lists available metric kits (41 listings), task cards (8 listings), films (24 listings), filmstrips (36 listings), slides (4 listings), and other miscellaneous metric materials (13 listings). The bibliography is intended as a quick reference or source of information for supplementary metric materials. For each entry the source, cost, level of learning, and a brief description are included. No product judgments are made, and inclusion on the list does not imply endorsement of the product. (JBW)

ED 116 965 SE 020 233

Herron, J. Dudley And Others

A Summary of Research in Science Education - 1974.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—104p.

Available from—John Wiley and Sons, Inc., 605 Third Avenue, New York, N.Y. 10016 ($4.95)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Development, *Educational Research, *Learning Theories, Literature Reviews, *Research Reviews (Publications), *Science Education, Surveys, Teacher Education, Teaching Methods

Following guidelines established in previous summaries of research, this review for the year 1974 portrays "the state of knowledge in science education, describes any existing trends, identifies areas which need to be researched, and provides tentative answers to persistent problems, if any seem to emerge from the research." Accordingly, research has been listed under those categories which seem most descriptive. General divisions appearing are: (1) learning; (2) education, characteristics and behaviors of teachers; (3) surveys; and (4) implications of the research reviewed. In all, 385 separate studies are cited in the bibliography, although considerably fewer are mentioned in the text. Through the use of the extensive index, however, the major thrusts of all reviewed research can be ascertained. (CP)

ED 119 982 SE 020 368

Marlett, Robert, Ed.

Current Issues in Environmental Education–1975: Selected Papers from the Fourth Annual Conference of the National Association for Environmental Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Miami, Fla.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 75

Note—129p.; For a related document, see SE 020 480

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (3.25)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Conference Reports, Environment, *Environmental Education, Instructional Materials, Models, *Program Descriptions, Program Development, Publications

Identifiers—Louisiana (New Orleans), NAEE, National Association for Environmental Education

These selected papers are organized into four categories: general environmental concerns, general environmental education, environmental education programs, and environmental education materials. Altogether, the reports provide environmental personnel with current information on the present and proposed future status of environmental education. Topics covered in these papers include descriptions of environmental education programs at all grade levels throughout the country, discussions of instruction materials available to educators, and status reports on the quality of the environment and environmental education. Some of the papers include a list of references, as well as sample materials. (MA)

ED 120 001 SE 020 462

Higgins, Jon L., Ed.

Research Reporting Sections, Annual Meeting of National Council of Teachers of Mathematics (54th, Atlanta, Georgia, April 21-24, 1976).

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—117p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($3.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Algorithms, Attitudes, Evaluation, *Instruction, *Learning, Logic, Mathematical Concepts, *Mathematics Education, Problem Solving, *Research, *Teacher Education, Teaching Methods

Identifiers—*National Council of Teachers of Mathematics, NCTM, Research Reports

Abstracts of 28 research reports are provided. The reports were prepared by investigators for presentation at the 54th annual meeting of the National Council of Teachers of Mathematics. A broad range of topics related to mathematics education are covered. Three reports concern the effects of differing presentations of mathematics, four are related to attitudes of teachers or students, and three to interactions of personality variables with mathematics learning. Three papers concern problem solving, three deal with logic, and two concern the division algorithm. Other papers concern readability of achievement tests, learning of fractions, measurement, cultural differences in mathematics learning, uses of computer graphics, comparison of calculus courses in high school and college, effectiveness of a remediation program, the use of homework, and field testing of a teacher education program. (SD)

ED 120 012 SE 020 483

Capie, William, Ed. Fox, Fred W., Ed.

Reflections on Science Education. 1976 AETS Yearbook.

Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—183p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($4.25)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Elementary School Science, *Elementary Secondary Education, Inservice Teacher Education, *Science Education, Secondary School Science, *Self Actualization, *Teacher Education, Yearbooks

Identifiers—AETS, Association for Education of Teachers in Science, *Piaget (Jean)

This publication, the third in a yearly series, follows the intent of previous editions in which rapid changes in the field of science teacher education were assessed. Accordingly, 14 contributed articles appearing in this volume are grouped under the following headings: (1) The Mission of Science Education, (2) The People of Science Teaching, and (3) Teacher Training. The mission of science section is devoted to a study of science education on the elementary and secondary school levels. Piagetian theory, its application to the teaching of science, and the importance of self-actualization for both students and teachers, comprise the second main division of the publication. Six articles propose ideas concerning teacher preparatory and inservice education in the section devoted to developments in teacher training. (CP)

ED 120 013 SE 020 484

Suydam, Marilyn N. Weaver, J. Fred

Using Research: A Key to Elementary School Mathematics. Revision.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—137p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($3.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Attitudes, Basic Skills, Bibliographies, Elementary Education, *Elementary School Mathematics, *Instruction, Instructional Materials, *Mathematics Education, *Number Concepts, Problem Solving, Research, *Research Utilization

This booklet consists of 11 bulletins designed to answer questions which teachers frequently ask about the learning and teaching of mathematics. (The bulletins are revisions of a set originally published in 1970.) Each bulletin is organized around a central topic, and presents questions related to that topic, summaries of research findings relevant to each question, and a selected bibliography. The titles of the bulletins are: (1) Attitudes and Interests, (2) Organizing for Instruction, (3) Promoting Effective Instruction, (4) Differentiating Instruction, (5) Instructional Materials and Media, (6) Addition and Subtraction with Whole Numbers, (7) Multiplication and Division with Whole Numbers, (8) Rational Numbers: Fractions and Decimals, (9) Geometry and Other Mathematical Topics, (10) Verbal Problem Solving, and (11) Planning for Research in Schools. The volume is indexed by the questions answered in the bulletins, for easy reference. (SD)

ED 120 021 SE 020 597

Helgeson, Stanley L., Ed.

National Association for Research in Science Teaching 49th Annual Meeting, Abstracts of Presented Papers.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—173p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($3.00)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Abstracts, *Conference Reports, Conferences, *Educational Research, Reference Materials, *Science Education, Speeches

Identifiers—NARST, *National Association Research Science Teaching

This publication provides abstracts of papers presented at the 49th annual meeting of the National Association for Research in Science Teaching (NARST) held in San Francisco, April 23-25, 1976. The entries represent a wide range of topics in the field of science education. The themes recurring most often are related to the fields of: (1) competency-based education, (2) concept development, (3) learning theory, and (4) teacher education. Abstracts include presentations at symposia, concurrent and training sessions, and contributed papers. (CP)

ED 120 027 SE 020 689

Lesh, Richard A., Ed. Bradbard, David A., Ed.

Number and Measurement. Papers from a Research Workshop.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Georgia Univ., Athens. Georgia Center for the Study of Learning and Teaching Mathematics.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—[Apr 76]

Contract—PES-7418491

Note—238p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($4.00)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Cognitive Development, Elementary School Mathematics, Elementary Secondary Education, Instruction, *Mathematics Education, *Measurement, *Number Concepts, Number Systems, *Research, *Research Reviews (Publications), Secondary School Mathematics

Seven papers presented at a research conference on number and measurement are presented in this volume. The first paper provides an overview of research concerning number and measurement, and suggests directions for future research. The second paper discusses the relationships between measurement and number concepts, and psychological and instructional issues related to transfer. Two papers are devoted to synthesizing and analyzing research on measurement, and the delineation of questions about which research is needed. Two papers concern fractions; the first of these analyzes the foundations of the rational numbers from mathematical, cognitive, and instructional points of view, while the second reviews and synthesizes educational research related to fractions. The final paper concerns children's development of cardinal and ordinal number concepts. (SD)

ED 121 595 SE 020 599

Schafer, Rudolph J. H., Ed. Disinger, John F., Ed.

Environmental Education: Perspectives and Prospectives. Key Findings and Major Recommendations.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—28p.; Report of a conference (Snowmass, Colorado, July 6-12, 1975); For a related document, see SE 020 726

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($1.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Committees, *Conference Reports, *Educational Assessment, *Educational Objectives, Educational Research, Elementary Secondary Education, *Environmental Education, Higher Education, *Problems, Program Evaluation

This publication is a report of an Environmental Education Conference sponsored by the Alliance for Environmental Education and Western Regional Environmental Education Council at Snowmass, Colorado. The purpose of the conference was to study the progress of environmental education throughout the nation, to report the major concerns, and to make recommendations to best solve existing problems. Participants from the entire country served on the different conference committees. Concerns reported include the relationships of environmental education to the federal and state governments; business, industry, and labor; elementary, secondary, and higher education; information services; communications and dissemination; private environmental organizations; and leadership in environmental education. Committee reports are included in the publication and are organized, by concern, into findings and recommendations. Included at the end of the conference report is a listing of the different committees and participants. (MA)

ED 121 612 SE 020 726

Schafer, Rudolph J. H., Ed. Disinger, John F., Ed.

Environmental Education: Perspectives and Prospectives. Supporting Documentation.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—87p.; Report of a conference (Snowmass, Colorado, July 6-12, 1975); For a related document, see SE 020 599

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($2.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Committees, *Conference Reports, *Educational Assessment, *Educational Objectives, Educational Research, Elementary Secondary Education, *Environmental Education, Higher Education, *Problems, Program Evaluation

This publication is a report of an Environmental Education Conference sponsored by the Alliance for Environmental Education and Western Regional Environmental Education Council at Snowmass, Colorado. The purpose of the conference was to study the progress of environmental education throughout the nation, to report the major concerns, and to make recommendations to best solve the existing problems. This report is the second of two concerning the Snowmass, Conference. The first is essentially a summary of the conference output. In this second volume, more background information and greater detail is provided. Specifically, it contains reports of the eight interest groups as proposed, developed, and approved by the members of each group, along with summaries of the addresses of the six members of the keynote panel. Included in this report are background papers, a paper responding to the remarks of the keynote panel prepared by the "federal agencies" interest group, and appendices containing information relating to the sponsoring organizations, agenda, and participants in the conference. (Author/MA)

ED 121 624 SE 020 776

Suydam, Marilyn N.

Compilation of Research on College Mathematics Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—287p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($4.50)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Annotated Bibliographies, *Bibliographies, *College Mathematics, Curriculum, Higher Education, Instruction, *Mathematics Education, *Research, Research Reviews (Publications)

This volume presents an annotated listing of research reports related to the teaching of college mathematics. Included in the listing are 513 journal articles, 771 dissertations, and 74 other documents which were produced during the period from 1900 through 1974. A brief annotation indicates the focus of each research document and a major finding reported in it. The type of research level of students and number of subjects are indicated for each study. The research reports are indexed by mathematical content area and by research focus (e.g., individual differences, attitudes, teaching approaches). (SD)

ED 121 628 SE 020 820

Disinger, John F., Ed. Bowman, Mary Lynne, Ed.

Environmental Education 1975: A State-by-State Report.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—324p.; For Volumes 1-5, see ED 085 262, ED 086 513-515, and ED 087 624

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($6.50)

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Bibliographies, College Science, *Directories, *Educational Programs, *Environmental Education, Human Resources, Instructional Materials, Outdoor Education, Program Descriptions, Resource Materials, Science Education, *State Programs

This compilation deals with current programs in environmental education in all 50 states, the District of Columbia, and the Territory of Guam. Arranged state-by-state, this volume details such information as: state plans for environmental education, environmental education legislation, teacher certification, state coordinators for environmental education, state environmental education publications and sources, exemplary state public school programs in environmental education, college and university activities in environmental education, and activities in environmental education by respective state resources agencies. The state-by-state reports are prefaced by a brief review of the document's preparation and recommendations for its application. A list of documents maintained in the ERIC collection and produced by state agencies appends the document. The manuscript was prepared and reviewed by members of the State Coordinators for Environmental Education and the various State Departments of Education along with the National Institute of Education. (RE)

ED 123 127 SE 020 878

Suchman, J. Richard

Heuristic Learning and Science Education. Occasional Paper Series.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Elementary Education, Elementary School Science, *Inquiry Training, *Instruction, Learning, *Problem Solving, *Science Education, Secondary Education, Secondary School Science

Identifiers—*Heuristic Learning

This discussion of heuristic learning focuses on inquiry and problem solving: their distinctions, uses, and advantages over traditional methods of science teaching. (MLH)

ED 123 128 SE 020 879
Karplus, Robert
Science Teaching and the Development of Reasoning. Occasional Paper Series.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 76
Note—20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Research, *Instruction, Intellectual Development, *Learning Theories, *Logical Thinking, *Science Education, Secondary Education, Secondary School Science, Thought Processes
Identifiers—*Piaget (Jean), Research Reports

Piaget's developmental theory is discussed and several research findings that involve Piaget's theories are reported. The understanding of reasoning patterns is presented as a means for the science teacher to identify the conceptual emphasis and demands of the subject matter and to help students develop more advanced reasoning patterns than they use currently. (MLH)

ED 123 132 SE 020 896
Cooney, Thomas J., Ed. Bradbard, David A., Ed.
Teaching Strategies: Papers from a Research Workshop.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Georgia Univ., Athens. Georgia Center for the Study of Learning and Teaching Mathematics.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date—May 76
Note—213p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($4.00)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Concept Teaching, Elementary Secondary Education, *Instruction, *Mathematics Education, *Research, *Research Reviews (Publications), Teacher Education, *Teaching Techniques

Nine papers presented at a research conference on strategies for teaching mathematics are presented in this volume. The first paper provides an overview of research on teaching strategies, defining a perspective on the subsequent papers. The second paper reviews the major strategies from a historical perspective. The third paper discusses the role of a theory in the development of teaching strategies. Four papers are concerned with research problems related to teaching strategies. The first of these deals with studies of efficacy of different strategies; the second concerns a comparison of teaching strategies which differed in the amount of information being taught and the amount of pupil-teacher interaction. More general research papers concern problems of designing studies of teaching strategies and a context for studying teaching strategies from a delivery-systems approach. The eighth paper discusses materials for teacher training. The final paper provides an integrative summary of research on teaching strategies. (SD)

ED 125 868 SE 020 232
Wheatley, John H. Coon, Herbert L.
Teaching Activities in Environmental Education. Volume III - 1975.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Note—195p.; For Volumes I and II of this series, see ED 091 172 and ED 102 031
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 ($4.00)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Conservation Education, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, Outdoor Education, *Science Education, Teaching Guides

This volume is the third in a series of learning activities designed to supplement a K-12 curriculum. The activities are interdisciplinary in nature and include topics in science, mathematics, social studies, language arts, and fine arts. Besides a division of activities according to grade and subject matter, they are also grouped by environmental concepts that include the biophysical, sociocultural, management, and change; and by problem areas that concern aesthetics, health, genetics, eco-community relationships, and psychological and behavioral considerations. Each activity includes a reference to the environmental education program from from which it was taken, as well as a stated purpose and a methods section. (MA)

ED 128 195 SE 021 244
Fennema, Elizabeth, Ed.
Mathematics Learning: What Research Says About Sex Differences. Mathematics Education Reports.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 75
Note—51p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($1.75)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Ability, Attitudes, Elementary Secondary Education, *Mathematics Education, *Research, Secondary School Mathematics, *Sex Differences, Sex Stereotypes, *Womens Education

This volume presents four papers originally drafted for a symposium on sex differences and mathematics education held at the 1974 meeting of the American Educational Research Association. Subsequent to the AERA meeting the papers were revised. The paper by Fox reviews results of several contests to identify junior high school students who were precocious in mathematical ability, and subsequent instructional experiments aimed at improving the mathematical achievement of able girls. Aiken's paper presents factor analytic data concerning sex differences in attitudes toward mathematics and discusses several hypotheses to explain these differences. Armstrong's paper discusses results of factor analytic studies of sex differences in mathematics achievement and intelligence. Fennema's paper focuses on the role of spatial ability in learning mathematics and the relationship of this ability to sex differences in mathematics achievement. (SD)

ED 128 226 SE 021 332
Osborne, Alan R., Ed. Bradbard, David A., Ed.
Models for Learning Mathematics, Papers from a Research Workshop.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Georgia Univ., Athens. Georgia Center for the Study of Learning and Teaching Mathematics.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date—Jul 76
Note—210p.; Contains occasional light type; Photographs may not reproduce well
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($4.00)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Developmental Psychology, Elementary Secondary Education, Geometry, *Learning, Learning Theories, *Mathematics Education, *Models, Problem Solving, *Research, Whole Numbers

The general purposes of a model are discussed, then seven papers are presented which demonstrate several different facets of the problems associated with constructing and using models of mathematics learning. In the first paper, the task addressed concerns how to incorporate developmental psychology into perceptions of what is happening in the mind of the child; in the next paper, children's approaches to problem solving are examined when the given information includes more than is necessary to solve the problem. In two other papers, the mathematics that provides the goals for instruction is considered. In the fifth paper, a model for learning mathematics that is similar to the traditional models used in the physical sciences is presented; the use of clinical interviews in building an adequate model of learning mathematics is discussed in the next paper; and in the final paper, several major principles in a Piagetian-oriented model are examined. The mathematical areas covered by the models include problem solving, geometry, arithmetic computation, counting, and numeration. (DT)

ED 129 598 SE 021 379
White, Arthur L. And Others
A Survey of Science Teaching in Public Schools of the United States (1971), Volume 2, Secondary Schools.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—74
Note—132p.; For Vol. 1 of this series, see ED093715; Not available in hard copy due to marginal legibility of original document
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($4.05)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Curriculum, *Educational Research, Instruction, Public Schools, *School Surveys, *Science Education, *Secondary Education, Secondary School Science, *Statistical Surveys, Teacher Education
Identifiers—Research Reports

The purpose of this study was to collect a bank of data on the teaching of science that could serve as a basis of comparison for trend analysis. The information obtained in this survey provides a description of science teaching practices and selected science teacher characteristics in the United States. Comparisons with data to be obtained in future studies will help decision makers regarding changes taking place in programs, instruction, facilities, and teacher education. The data are organized according to eight regions of the country: Great Lakes, Farwest, New England, Mideast, Southwest, Rocky Mountains, Plains, and Southeast. A total of 276 variables were included in the data-gathering questionnaires. These variables are reported in one of the following six categories: school organization, scheduling, and enrollment variables; use of resources variables; science course variables; science course improvement project variables; teacher characteristics and background; and teaching practices, preferences, and concerns. The means, standard deviations, and number of responses for each of the variables for each of the regions were computed, and results are given for correlation and multiple regression analyses of selected variables. Both the principal's and the science teacher's questionnaire are included as appendices. (Author/MH)

ED 130 833 SE 021 182
Coon, Herbert L., Ed. Alexander, Michele Y., Ed.
Energy Investigations for the Classroom.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—148p.; Contains occasional colored pages
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($4.50)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Elementary Secondary Education, *Energy, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, *Science Education, Teaching Guides

This sourcebook, designed for use in grades K-12, contains energy teaching activities related to energy resources, production, distribution and use. Each activity has been classified by the editors according to the most appropriate grade level, subject matter, and energy concept involved. Subject areas are science, mathematics, social studies, language arts, and fine arts. This sourcebook draws heavily on ideas and factual materials found at the ERIC Center for Science, Mathematics, and Environmental

Education. The references cited in specific activities could be useful to persons interested in obtaining more activities and ideas related to energy. Many of the activities are interdisciplinary in nature and were developed or suggested by public school teachers. (BT)

ED 130 861 SE 021 551
Smith, B. Othanel
Teacher Education in Mathematics.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 76
Note—24p.; Contains occasional light type
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($1.25)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Curriculum, *Effective Teaching, Higher Education, *Mathematics Education, *Preservice Education, *Teacher Education

An overview of some of the strengths and weaknesses of teacher education programs is presented in this document. Components of teacher education programs are discussed, research in teacher effectiveness is briefly described, and suggestions are given for what is possible and desirable as a program of preparation for mathematics teachers. (DT)

ED 132 033 SE 021 659
Martin, J. Larry, Ed. Bradbard, David A., Ed.
Space and Geometry. Papers from a Research Workshop.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Georgia Univ., Athens. Georgia Center for the Study of Learning and Teaching Mathematics.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date—Aug 76
Contract—PES-7418491
Note—250p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.25)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Cognitive Development, Conference Reports, Curriculum, Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, Geometry, Instruction, *Mathematics Education, *Research, *Research Reviews (Pubiications)

Seven papers presented at a research conference on space and geometry are contained in this monograph. The first paper gives an historical sketch of the development of geometry and discusses several considerations for selecting geometric content for the elementary school. Two papers deal with Piaget's research into the child's development of space and geometry concepts, and another paper suggests directions for further research on space from the Piagetian perspective. A fifth paper reviews the van Hiele levels of development in geometry and discusses the new Soviet geometry curriculum, another paper reviews cross-cultural research on perception, and the final paper examines some research issues concerning children's concepts of transformation geometry. (DT)

ED 132 035 SE 021 661
Hall, Gene E., Ed. Fox, Fred W., Ed.
1977 AETS Yearbook - Science Teacher Education: Vantage Point 1976.
Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—221p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($4.25 for members, $5.25 for nonmembers)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Inservice Teacher Education, *Preservice Education, Science Education, *Science Education History, Science Supervision, Science Teachers, *Teacher Education, Teacher Educators, Yearbooks
Identifiers—AETS

This fourth annual yearbook of the Association for the Education of Teachers of Science presents eight articles relating to science teacher education. The articles include: a summary of science education and science teacher education from 1900 to 1975, a review of problems and innovations in preservice teacher education, a review of inservice science education, a look at the position of the science supervisor, a review of science education doctoral programs, a summary of science teacher education-related research, an examination of current important factors which may involve alternative science education methods in the future, and an overall review of the past, present, and future needs of science education. (SL)

ED 133 143 SE 021 165
Nash, Roderick
Logs, Universities and the Environmental Education Compromise.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 76
Note—19p.; Paper presented at the annual convention of the National Association of Environmental Education (5th, Atlanta, Georgia, April 25-27, 1976); Contains occasional broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational History, *Environmental Education, *General Education, *Higher Education, *Instruction, Philosophy, *Research, Universities

Described are changes in American higher education and the impact on students and society. The early liberal arts colleges, the influence of the German universities and specialization, and efforts to restore integrated and broad studies are considered. The author stresses that environmental education requires broad thinking and that it should be understood as a multidisciplinary process rather than as a discipline. Environmental education is viewed as providing the persuasive rationale for broad, integrated education that general education lacked. Several challenges to environmental education are presented; potential problems are also identified. The need for a team approach to research and instruction is emphasized. (RH)

ED 134 398 SE 021 333
Steiner, Robert L. And Others
A Survey of Science Teaching in Public Schools of the United States (1971), Volume 4 - Elementary Schools.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—74
Note—112p.; Some pages may be marginally legible due to print quality of original document
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 ($4.05)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Educational Assessment, *Educational Research, *Elementary Schools, Elementary School Science, *Instruction, *Public Schools, *Science Education, Surveys, Teaching, *Trend Analysis
Identifiers—Research Reports

This monograph is part of a study to collect "benchmark" data on the teaching of science that could serve as a basis of comparison for trend analysis. The information obtained in this survey provides a description of science teaching practices and selected teacher characteristics in the United States. The purpose of this study was to obtain information about procedures, practices, policies and conditions related to the teaching of science in the public elementary schools of the United States in 1971. This monograph provides results of correlation and multiple regression analyses of selected elementary school and teacher variables. (BT)

ED 134 478 SE 022 101
Richmond, James M. Morgan, Richard F.
A National Survey of the Environmental Knowledge and Attitudes of Fifth Year Pupils in England.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date—Jan 77
Note—201p.; Not available in hard copy due to marginal legibility of original document
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($6.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Attitudes, *Concept Formation, Educational Research, *Environment, *Environmental Education, Natural Resources, Sciences, *Secondary Education, Social Sciences, *Surveys
Identifiers—*England, Research Reports

The primary purposes of this study were to establish baseline data relating to the environmental knowledge and beliefs of 5th year secondary pupils in England and to examine relationships that might be of interest to teachers and curriculum developers in environmental education. Instruments were developed and pilot tested to assess environmental knowledge and beliefs. A sample of 500 secondary schools was randomly selected; usable responses were received from 383 schools (76.6%). In general, pupils responded poorly to factual items. Pupils demonstrated a greater understanding of environmental principles and concepts. Response patterns on the belief items indicated pupils had a moderately positive attitude toward the environment. Relationships between environmental knowledge, attitudes, and selected variables are included in the report. Recommendations for curriculum development and research are identified. (RH)

ED 135 647 SE 022 129
Roth, Robert E.
A Review of Research Related to Environmental Education, 1973-1976.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—61p.; For earlier edition, see ED 068 359; Not available in hard copy due to marginal legibility of original document
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($1.75)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Attitudes, Concept Formation, Curriculum, *Elementary Secondary Education, *Environmental Education, Facilities, *Higher Education, Instruction, *Research Reviews (Publications), Teacher Education

Included in this publication are reviews of research related to: (1) concepts and programs, (2) curriculum and programs, (3) simulations, gaming and modeling, (4) attitudes, (5) evaluation, (6) teacher attitudes, (7) teacher education, (8) camp programs, (9) administration, (10) facilities and sites, (11) environmental communications, and (12) recommendations. Past and current research is identified, summarized, and analyzed. In addition, areas in need of research and possible research designs are discussed. (RH)

ED 135 665 SE 022 183
Marlett, Robert, Ed.
Current Issues in Environmental Education - II: Selected Papers From the Fifth Annual Conference of the National Association for Environmental Education.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Miami, Fla.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 76
Note—202p.; For related document, see SE 022 184
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212

($4.25)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Conference Reports, *Elementary Secondary Education, Environment, *Environmental Education, *Higher Education, Instruction, Instructional Materials, *Program Descriptions, Teacher Education

This is the third (1976) compilation of papers presented at the annual meeting of the National Association for Environmental Education. The 23 selected papers are organized into four categories: Keynote Speeches; Environmental Education: Programs, Methods, and Materials; General Topic: Environmental Education; and Energy Conservation. The reports provide current information on the status of environmental education, suggestions for the future, and suggestions for instructional activities. (RH)

ED 135 666 SE 022 184

Additional Selected Papers from the Annual Conference of the National Association for Environmental Education (5th, Atlanta, Georgia, April 1976).

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Miami, Fla.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—74p.; For related document, see SE 022 183; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Community Involvement, *Conference Reports, *Curriculum, Environment, *Environmental Education, *Higher Education, Instruction, *Secondary Education, Values, World Problems

Included are 11 papers presented at the 1976 annual meeting of the National Association for Environmental Education. Papers include classroom activities, teaching value clarification, community education programs, curriculum considerations, and quality of life discussions. (RH)

ED 135 669 SE 022 248

Disinger, John F., Comp.

A Directory of Projects and Programs in Environmental Education. Fourth Edition.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Note—340p.; For earlier editions, see ED 071 881, ED 086 558 and ED 114 259; Not available in hard copy due to marginal legibility of original document

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($6.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Directories, Educational Programs, *Elementary Secondary Education, *Environmental Education, *Higher Education, *Instructional Materials, *Program Descriptions, Reference Materials

This is the fourth edition of the ERIC/SMEAC DIRECTORY OF PROJECTS AND PROGRAMS IN ENVIRONMENTAL EDUCATION. This edition contains summaries of 207 efforts, 121 of which were not reported in earlier editions. The remaining 86 are more recent reports of environmental education projects and programs previously described in the second and/or third editions. Included are summaries of efforts spanning a broad spectrum: K-12 formal education, postsecondary formal education, governmental agencies, and private organizations. Entries are listed by state. Each entry usually includes information relating to current program efforts, a person to contact regarding the program, materials available, and future plans. (RH)

ED 135 670 SE 022 249

Higgins, Jon L., Ed.

Research Sections, Annual Meeting of the National Council of Teachers of Mathematics (55th, Cincinnati, Ohio, April 20-23, 1977). Mathematics Education Reports.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Note—135p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.50)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation, Geometry, *Instruction, *Learning, Logic, Mathematical Concepts, Mathematical Models, *Mathematics Education, Number Concepts, Problem Solving, Reading Difficulty, *Research, Teacher Education, Teaching Methods

Identifiers—*National Council of Teachers of Mathematics

Abstracts of 36 research reports are provided. The reports were prepared by investigators for presentation at the 55th annual meeting of the National Council of Teachers of Mathematics. A broad range of topics related to mathematics education is covered. Nine reports deal with problem solving, eight are concerned with instructional methods, five with space and geometry, and four with numbers and operations. Two reports concern reading and writing skills in mathematics, two deal with testing and measurement procedures, and two concern program evaluation. Other papers deal with logic, effective teachers, learning aids for the blind, and models of mathematics learning. (DT)

ED 137 109 SE 022 328

Helgeson, Stanley L., Ed.

National Association for Research in Science Teaching. 50th Annual Meeting, Abstracts of Presented Papers.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Note—221p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.50)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Abstracts, *Conference Reports, Conferences, *Educational Research, Elementary Secondary Education, Higher Education, *Science Education, Speeches

Identifiers—NARST, National Association Research Science Teaching

This publication provides abstracts of papers presented at the 50th annual meeting of the National Association for Research in Science Teaching held in Cincinnati, Ohio March 22-24, 1977. The entries represent a wide range of topics in the field of science education. Topics include instruction, teacher education, learning, enrollments, concept development, scientific literacy, teacher behavior, and curriculum. (RH)

ED 137 140 SE 022 429

Coon, Herbert L. Bowman, Mary Lynne

Environmental Education in the Urban Setting: Rationale and Teaching Activities.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—199p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.00)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Curriculum, *Elementary Secondary Education, *Environment, *Environmental Education, Instruction, *Instructional Materials, Resource Materials, Teaching Guides, *Urban Studies

This document has two parts. Part I is a rationale developed to present a point of view about the opportunities for environmental education in urban schools. The premise is that environmental education should be a vital part of the total school program. Part II, Teaching Activities, contains ideas and suggestions for implementing such a program. The activities are designed for student use in grades K-12. Each activity has been classified according to the most appropriate grade level, subject matter, environmental concept involved, and environmental problem area. In addition to being classified in these four categories, each activity contains: (1) a statement of purpose on how the activity may be used, and (2) a reference to a source where the activity may be found in more detail or with variations. (Author/RH)

ED 138 483 SE 022 542

Shumaker, John A., Ed. Potter, Meredith W., Ed.

Designing Methods Courses for Secondary School Mathematics Teachers. Papers from a Symposium Arranged by the Illinois Council on Mathematics Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—100p.; Contains occasional light and broken type

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Conference Reports, *Curriculum, Higher Education, Instruction, Mathematics Education, *Mathematics Teachers, *Methods Courses, *Preservice Education, Secondary School Mathematics, Secondary School Teachers, Teacher Education

Collected in this document are papers presented at a conference on designing a mathematics methods course for secondary school teachers. Papers are organized under the following categories: (1) Realistic goals for a methods course, (2) Minimal content for a methods course, and (3) Teaching strategies used in methods courses. The seven short papers included under teaching strategies cover mathematical ideas which determine strategies, microteaching, modular organization, laboratory approach, student-centered strategy, discovery, and tutoring skills. The document concludes with a paper discussing creativity in teaching. Methods course syllabi are collected in Appendix I, while Appendix II gives a list of conference participants. (DT)

ED 141 178 SE 022 707

Schultz, Judith M. Coon, Herbert L.

Population Education Activities for the Classroom.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—195p.; Not available in hard copy due to marginal legibility of original document

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Demography, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Population Education, Science Education, Social Sciences, Teaching Guides

This document contains a series of population learning activities designed to supplement a K-12 curriculum. The activities are interdisciplinary in nature and include topics in science, mathematics, social studies, language arts, fine arts, and home economics. Besides a division of activities according to grade and subject matter, the activities are also grouped by population concept. Each activity includes a reference to the environmental education program from which it was taken as well as a stated purpose and methods section. Also included in this publication are pre-post factual and attitudinal tests, a basic glossary of population terms, and an annotated list of resource materials that includes: teaching materials, background readings for teacher and student, readings for students in grades 3-12, audio-visual materials and their sources, and rental information. (BT)

ED 141 185 SE 022 742

Schoenfeld, Clay, Ed. Disinger, John, Ed.

Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 77

Note—357p.; Contains occasional light type

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($6.00)

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Case Studies (Education), Curriculum, Educational Programs, *Elementary Secondary Education, *Environmental Education, Higher Education, *Instructional Materials, *Interdisciplinary Approach, *Program Descriptions, *Public Schools, State Programs

Identifiers—ERIC Clearinghouse for Science Math Environ Educ

This publication presents a collection of 26 environmental education case studies recognized as being representative of curriculum materials and/or projects. Contained are action programs that can serve as models for the classroom teacher, principal, curriculum consultant, superintendent, state department official, or teacher educators in the planning and development of programs for local situations. The components, antecedents, and distinctions of environmental education are outlined as a frame for the selected case studies. The selected case studies include: the Maine Environmental Education Project; Watershed Heritage Project; Project SCATE; Project KARE; the Tennessee Valley Authority's Environmental Education Program; Conservation and Environmental Education in Michigan; METRO-APEX; Project Learning Tree; Washington Environmental Yard (Project WEY); The Role of Mass Media in Environmental Education; Project I-C-E; and Extension's Contribution to Environmental Education. (BT)

SO

ED 113 218 SO 008 475

Wiley, Karen B. Pestello, Roxy

Materials for Teaching about the Bicentennial: An Annotated Bibliography.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-183

Pub Date—75

Note—99p.; For a related document, see SO 008 476

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC No. 183, $3.95 prepaid or purchase order)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Bibliographies, *Colonial History (United States), Curriculum Development, Educational Resources, Elementary Secondary Education, Instructional Materials, Interdisciplinary Approach, Resource Centers, *Revolutionary War (United States), *Social Studies, Supplementary Reading Materials, *United States History

Identifiers—*Bicentennial

This annotated bibliography is intended for elementary through secondary social studies teachers who are looking for curriculum materials and resources for teaching about the Bicentennial. Over 100 annotated entries of selected curriculum and teacher materials are included in this bibliography, along with a selective list of organizations and resource centers which provide additional resources, and a listing of all the State Departments of Education and State and Regional Bicentennial Commissions. The bibliography lists student and teacher materials related to the Heritage, Festival, and Horizons theme as well as general student and teacher materials. A format, grade level, and subject index conclude the document. (Author/JR)

ED 113 219 SO 008 476

Kownslar, Allan O.

Tips for Teaching About the Bicentennial in the Social Studies: Four Lessons. SSEC Publication No. 182.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-Pub-182

Pub Date—75

Note—72p.; For a related document, see SO 008 475

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC No. 182, $2.95 prepaid or purchase order)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Colonial History (United States), *Curriculum Development, Educational Resources, Elementary Secondary Education, Instructional Materials, Learning Activities, Lesson Plans, Models, Questioning Techniques, Resource Guides, Revolutionary War (United States), *Social Studies, *Social Studies Units, *United States History

Identifiers—*Bicentennial

Prepared for elementary and secondary social studies teachers, this volume presents four exemplary learning activities for teaching about the Bicentennial. Each activity explores a recurring theme in the United States' Development–dedication to a cause, humor, frontiers, and loyalty. Lesson 1 concerns George Washington and the problems he encountered during the Revolution. Lesson 2 contains representative examples of American humor. Lesson 3 deals with the idea of conquering frontiers as evidenced in the life of a noted 19th-century American astronomer. The last lesson deals with roles played by the Japanese Americans while serving the Allied cause during World War II, raising the question of conflicting loyalties. Each lesson plan presents the intended student audience, suggested time, materials, questions, concepts and objectives, teaching suggestions, references, and additional materials. The materials can be used as presented or as models for teachers developing their own similar activities for the Bicentennial. (Author/JR)

ED 114 311 SO 008 659

Linden, Glenn M., Ed. Downey, Matthew T., Ed.

Teaching American History: Structured Inquiry Approaches. SSEC Publication No. 185.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-Pub-185

Pub Date—75

Note—111p.

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC No. 185, $4.95 prepaid or purchase order)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Annotated Bibliographies, *History Instruction, *Inquiry Training, Instructional Materials, Interdisciplinary Approach, Local History, Primary Sources, Revolutionary War (United States), Role Playing, Secondary Education, *Social History, *Social Studies Units, Teaching Techniques, *United States History

This paper is one of a series of ERIC/ChESS publications intended to give practical tips on teaching various topics and disciplines in the precollege social studies curriculum. The tips offered in this publication, written by seven authors, are intended to help teacheres deal with both content and teaching strategies in American history. Each of five actual lessons provides examples of how to incorporate nontraditional subject matter using a structured inquiry approach into the regular American history curriculum. The structured inquiry approach requires the teacher, rather than the student, to select the content of the lesson and to predetermine the structure of the learning activity. The teacher does not have final answers but has a framework in which most student inquiry can occur. Chapter 1 introduces the work by examining reasons and processes for teaching history. Chapter 2 uses a role-play activity for examining the social history of American industrialization. Chapter 3 presents an interdisciplinary social science approach to the study of the American Revolution. Chapter 4 uses comparative data from other societies to illuminate the issue of American slavery. Chapter 5 describes several methods for active inquiry into local history. Chapter 6 provides short activities for developing information search skills. Chapter 7 contains an annotated list of American history resources including games, audiovisual materials, collections of documents, journals, and teacher resources. (Author/DE)

ED 115 519 SO 008 474

Haley, Frances McCormick, Regina

Directory of Social Studies/Social Science Service Organizations. SSEC No. 177.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-Pub-177

Pub Date—75

Note—48p.

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC no. 177, $4.00 prepaid or purchase order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Directories, *Organizations (Groups), Professional Associations, Professional Services, Resource Centers, *Services, *Social Sciences, *Social Studies

A reference for teachers, administrators, and social scientists, this directory includes descriptions of 111 social studies/social science service organizations–type of service, educational level, purpose, current projects, and geographic area served. Organizations are listed alphabetically. The directory also contains lists of cross-references to the organization descriptions for acronyms, directors, geographic area served, grade level, services, and subject. The directory concludes with a list of publishers geared to social sciences. It tells whether each publisher provides inservice teacher training for educators who purchase curriculum materials and the cost of the inservice teacher training. Information contained in the directory was obtained in 1975. (ND)

ED 116 977 SO 008 726

Risinger, C. Frederick

Tips for Teaching Pre-college Sociology.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—39p.

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC no. 186, $1.55 prepaid or purchase order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Sciences, Curriculum Development, Instructional Materials, Learning Activities, Resource Guides, Resource Materials, Secondary Education, *Social Sciences, Social Studies, *Sociology, *Teaching Techniques

Because of an increasing interest in sociology at the high school level, this publication was developed as an aid to teachers, department heads, and supervisors to incorporate sociology into the secondary curriculum. The introduction defines sociology as not merely a study of society but specifically as the observation of social relationships, a study of groups or aggregates of individuals within a society. In addition, the major subfields of sociology, including research, social psychology, and population and ecology, are examined in this chapter. The second chapter suggests teaching strategies and resources. Two methods of integrating sociology into the curriculum are explore: the separate course method and integration as a supplement to the regular curriculum. The third chapter presents seven model activities that the author has found to be successful in his own teaching. These range from 15- to 30-minute interaction activities to group research projects that can last as long as four to six weeks. A list of organizations and resources to aid in the development and evaluation of secondary sociology programs concludes the document. (JR)

ED 118 465 SO 008 489
Superka, Douglas P. And Others
Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—262p.; For related document, see ED 103 284
Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (order SSEC Publication No. 176, $10.95, prepayment or purchase order)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Annotated Bibliographies, Bibliographies, Classification, Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, Instructional Materials, Learning Activities, *Moral Development, Resource Guides, Social Sciences, *Social Studies, Teacher Education, Teaching Techniques, Typology, *Values

This is a resource guide for teachers, curriculum coordinators, curriculum developers, teacher trainers, and other educators interested in values education. The volume is the revised and expanded edition of ED 103 284. An introduction outlines and explains the guidelines used to formulate and organize the analyses of values educational materials. Chapter one presents an overview of the typology of values education approaches developed in the earlier publication and three procedures designed to help users apply the analytical system. Chapters two through six contain the analyses of curriculum resources. Each chapter focuses on one of the five values education approaches: inculcation, moral development, analysis, clarification, and action learning. Each is divided into three sections: a detailed explanation of the approach, analyses of student materials reflecting the approach, and analyses of teacher materials reflecting the approach. Chapter seven describes and explains two other approaches to values education–evocation and union–for which there are few curriculum materials presently available. These two approaches are explained in terms of their rationale, purpose, and methods. In addition, sample learning activities and educational programs related to these two approaches are discussed. An annotated bibliography of over 400 materials and resources concludes the document. (Author/JR)

ED 120 032 SO 008 818
Cortes, Carlos E. And Others
Understanding You and Them: Tips for Teaching about Ethnicity.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—69p.
Available from—Publications, Social Science Education Consortium, Incorporated, 855 Broadway, Boulder, Colorado 80302 (SSEC number 187, $3.-95, prepayment or purchase order)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Concept Teaching, Cultural Awareness, *Cultural Pluralism, *Curriculum Development, Curriculum Evaluation, Educational Objectives, Educational Resources, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Instructional Materials, Learning Activities, Social Studies, *Teaching Techniques

Offering practical tips for K-12 teachers and other curriculum planners, this booklet presents a comprehensive view of how ethnicity should be treated in the curriculum, suggests a number of activities for ethnic studies, identifies resources and materials available in ethnic studies, and describes a number of instruments available for evaluating the outcomes of ethnic studies. Focusing on the nature of ethnicity in the curriculum, the first of four chapters defines ethnic studies, describes where ethnic studies education occurs, and identifies the goals of ethnic studies. In addition, "do and don't" guidelines of teaching about ethnicity are provided. The last section in chapter one discusses multiethnic teaching concepts. The major portion of the document, chapter two, offers activities designed to introduce the concept of ethnicity and enrich students' knowledge and understanding of their ethnic origins and the ethnic origins of others. Chapter three provides suggestions about how to identify available ethnic studies materials and select those that best suit the needs of a particular class. Chapter four presents an annotated list of existing instruments for evaluating various aspects of ethnic studies programs. The book is also included in an Ethnic Heritage Studies Kit, along with other books, a filmstrip, and cassette, which is available from the Social Science Education Consortium for $29.00. (Author/JR)

ED 134 479 SO 009 518
Capron, Barbara J. Mitsakos, Charles L.
Successful Models and Materials for Elementary Social Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—143p.
Available from—Publications, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (order 3SEC no. 190, $5.95 paperback)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Class Activities, Concept Formation, *Concept Teaching, Decision Making Skills, Educational Games, Elementary Education, Environmental Influences, Global Approach, *Instructional Materials, Interdisciplinary Approach, Learning Activities, *Models, Multimedia Instruction, Personal Values, Resource Materials, Skill Development, *Social Studies, Teaching Methods, *Values

Nineteen models for teaching major generalizations, concepts, and valuing processes in elementary social studies are described. Intended for use by elementary social studies teachers, the models can be used as self-contained units, introductions to a more extensive course of study, and supplementary materials to enrich existing programs. The models were selected from a large number of commercially available curriculum materials and from unpublished sources. The 12 models in Chapter I concentrate on concepts and generalizations of the "new" social studies. The topics focus on family life in Moscow, cultural differences, people in communities, acquiring energy, the Netsilik Eskimo, citizenship responsibility in America, the city, families in the working world, environment, the concept of community, European area studies, and rights versus responsibilities. The seven models in Chapter II aim at teaching valuing processes. The topics deal with personal values, moral development of young children, decision in a village family, role playing, and life in a Japanese family. For each model, a social science generalization or a valuing approach is presented, followed by a listing of processes and materials, description of the model, and evaluation instructions. Chapter III presents annotated resources used in creating the programs in Chapters I and II. Additional books, booklets, and multimedia materials are annotated. Publisher, price information, and references are included. (Author/DB)

ED 134 484 SO 009 617
Nelson, Jack L. Hering, William S.
Developing a Position on Academic Freedom and Censorship.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—29p.
Available from—Publications, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (order SSEC no. 192, $1.35 paper cover)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Academic Freedom, *Censorship, Civil Rights, Educational History, Elementary Secondary Education, Freedom of Speech, Legislation, Moral Criticism, *Moral Issues, Moral Values, Personal Values, School Environment, Self Control, Teacher Responsibility, Teacher Role, *Teachers

The intent of this paper is to assist social studies teachers in a thoughtful consideration of differing views on academic freedom. Practical information serves as background for forming a set of principles to guide decisions about teaching that involves controversial methods or content. Case studies illustrate several ways in which academic freedom can become an issue in elementary and secondary schools. Historical background demonstrates that the European university tradition has provided much of the basis for academic freedom in American universities, but has had little effect on freedom in elementary and secondary schools. Various definitions of academic freedom are categorized as upholding (1) no grounds for distinguishing academic from general freedom, (2) structurally limited freedom, or (3) professionally limited freedom. Legal restrictions, formal regulations, and self-censorship are shown to be possible sources of infringement upon academic freedom. A set of seven factors that should be considered by teachers in determining a personal set of academic freedom principles are suggested: community attitudes, school and system attitudes, legal rights, professional obligations, historical precedents, responsibilities to students, and personal philosophies and ethical convictions. Several questions about the meaning and application of academic freedom in elementary and secondary schools conclude the document. (Author/ND)

ED 134 496 SO 009 720
Manson, Gary Vuicich, George
Toward Geographic Literacy: Objectives for Geographic Education in the Elementary School.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—35p.
Available from—Publications, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (order SSEC no. 196, $1.50 paper cover)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Bibliographic Citations, Cognitive Objectives, Concept Formation, *Educational Objectives, Educational Trends, Elementary Education, Evaluation Methods, *Geography, *Geography Instruction, Human Geography, Interdisciplinary Approach, Locational Skills (Social Studies), Physical Geography, *Skill Development, Social Sciences, *Social Studies

The role of geography in the elementary school curriculum is examined in this paper, which is arranged in four parts. Part 1 briefly sketches the characteristics of geographic instruction at different periods in U.S. history. Intellectual development and social education are identified as two widely accepted goals for elementary education today. In general, intellectual development means acquiring important information, mastering basic skills, comprehending significant ideas, and increasing thinking abilities. Social education means the analysis of social problems, the examination of personal and social values, and the ability to make choices and decisions. The objectives for geographic education, presented in part 2, are organized into four categories–objectives related to factual learning, objectives related to skill learning, objectives related to ideational learning, and objectives related to more complex intellectual processes. A checklist for evaluating geographic education programs in elementary schools is provided in part 3. An introductory bibliographic essay follows in part 4, which is intended for use by social studies educators as they develop or reorganize geographic components of the elementary school curriculum. The essay lists sources on geography in the elementary school and on objectives and evaluation in geographic education. References are included. (Author/DB)

ED 135 674 SO 009 589
Wiley, Karen B.
The NSF Science Education Controversy: Issues, Events, Decisions.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—79p.
Available from—Publications, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (order SSEC no. 191, $3.25 paper cover)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Current Events, Curriculum Development, Decision Making, Elementary Secondary Education, *Federal Aid, Federal Government, Financial Support, Government Role, *Moral Issues, Moral Values, Nature Nurture Controversy, *Political Issues, Political Power, Politics, *Science Education, Social Sciences, Social Studies, Social Values, Values

Identifiers—Controversial Issues, *Man A Course of Study, *National Science Foundation

Discussion of National Science Foundation (NSF) funding of precollege science education revolves around the controversy of whether NSF should fund "Man: A Course of Study" (MACOS). NSF had funded MACOS' curriculum development, implementation, and postevaluation during 1963-1975. The controversy began in March 1975 when U.S. Congressman John Conlan introduced a measure to the House Committee on Science and Technology to bar further funding of MACOS in support of Phoenix schools' moral opposition to MACOS. The controversy quickly expanded to four major political issues: (1) the proper allocation of economic activity between the public and private sectors; (2) the proper division of power between the federal and local governments; (3) the proper distribution of power, authority, and decision-making roles among scientists-bureaucrats and citizens-politicians; and (4) which values should dominate public activity, scientific or traditional. The related events during 1975 are presented, such as activity and reports of the House of Representatives, letters, and news media reports. Specifically looked at are Harvey Averch's NSF testimony to the House in February 1975, NSF's disposition of its 19 current projects, and the House debate on the 1977 budget. In response to the controversy, NSF decided to stop funding curriculum implementation projects, continue funding curriculum development at a reduced level, and begin various monitoring procedures. An extensive reading list on related topics is included. (ND)

ED 135 682 SO 009 716

Pratt, Francis E.

Teaching about Aging.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-197

Pub Date—76

Note—78p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 197, $3.25 paper cover)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Age Groups, Case Studies, Course Objectives, *Curriculum Development, *Educational Gerontology, Elementary Secondary Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Older Adults, *Senior Citizens, Social Problems, *Social Sciences, Social Studies, Teaching Techniques

This paper discusses the need for teaching about aging as part of the school curriculum; examines some of the important issues about aging in American society; relates aging to the various disciplines of the social sciences; and suggests teaching strategies, learning activities, and resources materials for grades K-12. The first chapter answers the question, Why teach the young about the old? The second chapter examines the treatment of older people, relating aging to patterns of segregation, poverty, and youth orientation. The third chapter presents suggestions for incorporating the topic of aging in any or all of the social sciences. The fourth chapter describes 17 classroom-tested activities which can be used by secondary and elementary teachers. Seventeen additional activities specifically for elementary grades are listed. The final chapter examines ways to incorporate the topic of aging into the curriculum, using an integration approach and a mini-course approach, and suggests ways to evaluate the accomplishments of such activities. Specific objectives and goals are provided. An extensive resource bibliography and ERIC document section appends the resource guide. (JR)

ED 137 146 SO 009 707

Wiley, Karen B. Superka, Douglas P.

Evaluation Studies on "New Social Studies" Materials.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-PUB-193

Pub Date—76

Note—128p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 193, $4.50 paper cover)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Evaluation, Decision Making, Educational Assessment, Elementary Secondary Education, *Evaluation, Formative Evaluation, Instructional Materials, Social Sciences, *Social Studies, Summative Evaluation, *Textbook Evaluation, Textbooks

Evaluation studies for 68 sets of social studies curriculum project materials developed in the sixties and seventies are identified. The reports include data from actual use of K-12 materials in teacher training and classroom situations. Three major data bases were searched in the spring of 1976 to identify existing evaluation studies: the ERIC collection, Dissertation Abstracts International, and the curriculum materials background collection of the Social Science Education Consortium's Resource and Demonstration Center. The document, arranged alphabetically according to the title of the materials, provides basic information including the author, developer, editor; the publisher and address; the publication data; the grade level; and the subject area of the materials. Following this descriptive information the evaluation studies on the materials are listed alphabetically by author. Basic bibliographic information is given for each evaluation study followed by an annotation. Each annotation contains a statement of the purpose of the study, including the variables that were examined; a description of the size and nature of the sample used in the study; and an indication as to whether the study was summative or formative. No evaluation studies were found for about one-third of the materials. These studies are identified with a statement "No evaluation reports available" to save the user who might be interested in such studies the effort of a fruitless search. (Author/JR)

ED 137 147 SO 009 718

Alder, Douglas D., Ed. Linden, Glenn M., Ed.

Teaching World History: Structured Inquiry through a Historical-Anthropological Approach.

ERIC Clearinghouse for Social Studies/Social Science Education, Bouloer, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-PUB-195

Pub Date—76

Note—166p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 195, $6.50 paper cover)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Anthropology, Class Activities, *Cross Cultural Studies, Developed Nations, Developing Nations, Elementary Secondary Education, Industrialization, *Inquiry Training, *Interdisciplinary Approach, Lesson Plans, Questioning Techniques, *Social Studies Units, *World History

Suggestions are offered to help K-12 teachers integrate anthropological approaches and content into the world history curriculum. The paper contains nine inquiry lessons which ask students to explore how the various societies have dealt with kinship, decision making, distribution of resources, transmission of values, and other cultural universals. Each lesson provides an introduction, an overview, learning objectives, student activities, evaluation methods, and a bibliography of teacher readings. Various student readings needed to implement the lessons are included. The introductory lesson, "Teaching World History in Cultural Perspective," presents the cultural universals. In Chapter 2 students examine the Pinatubo Negritos, the Netsilik Eskimos, and the King Bushmen as examples of the herding and gathering societies. The third lesson looks at the Bantu-speaking Africans as an example of agri-pastoral people. Chapter 4 focuses on the agricultural societies, presenting material on the ancient middle-American Mayan culture. Students examine the Chinese agricultural society in Chapter 5. Chapters 6 and 7 deal with the rise of industrialism in Europe and in Japan. The eighth lesson examines the post-industrial United States. In Chapter 9 students look at the development of totalitarianism with post-industrial Nazi Germany. The tips paper concludes with a bibliography of pertinent curriculum materials in ERIC. (Author/RM)

ED 141 191 SO 009 662

Haas, John D.

The Era of the New Social Studies.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-194

Pub Date—77

Note—103p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 194, $4.00 paper cover)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Curriculum Development, *Educational Assessment, *Educational Change, *Educational Development, *Educational History, Educational Innovation, Educational Philosophy, Educational Theories, Elementary Secondary Education, Higher Education, Progressive Education, Social Sciences, *Social Studies

Identifiers—*New Social Studies

Tracing from 1955 to the present, the author presents an objective analysis of the new social studies movement which has had great impact on the theory and practice of social studies education. Beginning in 1955 a general attack on public education critiqued the content and methods of instruction on such subjects as reading, foreign languages, mathematics, and science. Alarmed at the launching of the Russian Sputnik I, critics pointed with alarm at the shortcomings of American education. Briefly discussing the advancements in science and mathematics, the author focuses his attention on the beginning of the revolution in social studies, discussing the changes in the conceptual foundations of social sciences and the government funded curriculum materials projects. Although the movement waned from 1968 to 1972, three new trends have emerged: a heightened social consciousness, increased concern for values and valuing, and usage of a variety of classroom media and materials. The author notes in retrospect that social studies education today again seems to be looking for a focus and suggests a renewal of the dialogue and debate concerning definition, scope, and sequence to add impetus for social studies educators to rediscover and reclarify their positions. (Author/JR)

ED 141 192 SO 009 758

Hunkins, Francis P. And Others

Review of Research in Social Studies Education: 1970-1975. Bulletin 49.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; National Council for the Social Studies, Washington, D.C.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—200p.; Parts of document are marginally legible due to small print

Available from—National Council for the Social Studies, 1515 Wilson Boulevard, Suite 101, Arlington, Virginia 22209; Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 204, $5.95 paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Bias, Cognitive Development, Diffusion, *Educational Research, Elementary Secondary Education, *Relevance (Education), *Research Needs, Research Reviews (Publications), Sex Discrimination, *Social Studies, Student Attitudes, Student Behavior, Teacher Attitudes, Teacher Behavior, Teacher Education, Teaching Methods, Values

Identifiers—*Values Education

This publication contains a comprehensive overview of research in social studies education undertaken between 1970 and 1975. The authors hope that the ideas and information presented will engage the interest of educators from many different roles and settings to the point that all will begin to converse about the purposes, meaning, and application of educational research. Chapter 1 provides an overview of and serves as an introduction to the book. Chapter 2 reviews research on cognitive aspects of social studies learning and instruction with a discussion of prompting, sequencing and organizing strategies, and general instructional approaches. Chapter 3 is concerned with research on values education in the social studies and examines teacher and student beliefs and attitudes, the effects of various value teaching strategies, and bias in social studies materials and teaching. Social studies teaching and teacher education are the topics discussed in chapter 4. Chapter 5 examines the diffusion of social studies innovations. The final chapter of the book contains summaries of chapters 2 through 5 and offers suggestions for continued and new research. The chapters contain many findings and conclusions. Among the findings are that no one teaching method is consistently superior or inferior to any other and that classroom/school climate and teacher behavior do affect student behavior. (Author/RM)

ED 146 065 SO 010 205
Turner, Mary Jane, Comp.
Handbook of Legal Education Resources.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—165p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($7.00, Order SSEC Publication Number 209, paperbound)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Civil Rights, Concept Teaching, Constitutional Law, *Content Analysis, Criminal Law, *Curriculum, *Curriculum Evaluation, Elementary Secondary Education, *Instructional Materials, Laws, *Legal Education, Media Selection, Textbook Content, Textbook Selection

This handbook contains analyses of 88 elementary and secondary legal education materials and includes many lawyers' critiques. It is intended to help teachers identify and select law instruction curricula which will most effectively meet the needs of students. The materials analyzed are listed alphabetically by title and include multimedia, student textbooks, teacher resource materials, and games and simulations. The authors have developed a taxonomy which organizes legal education materials according to their objectives into six categories: (1) role of law in society, (2) concepts related to law, (3) constitutional law and civil rights, (4) criminal law and the criminal justice system, (5) contemporary issues, and (6) substantive law. Each piece of material is tagged by category to aid teachers in the selection process. The individual analyses of the materials contain hard data about the publisher, author or developer, publication date, grade level, and cost. The rationale and objectives for each program, intended user characteristics, time necessary for implementation, major teaching/learning strategy, and content focus are also included. The handbook also contains a section on related resources in the ERIC system. (Author/RM)

ED 148 654 SO 010 417
Vigliani, Alice
Selective Bibliography in Anthropology and World History Resources.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—34p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($1.75, paper cover, order SSEC publication number 216)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, *Anthropology, Area Studies, Classroom Games, Curriculum Development, *Instructional Materials, Program Descriptions, Resource Guides, Secondary Education, Social Sciences, *Social Studies, Supplementary Reading Materials, Textbooks, World Affairs, *World History

The selective, annotated bibliography provides junior high and secondary social studies teachers with an overview of current materials and resources in anthropology and world history. There are five major sections. Basal Curriculum Materials contains references to 16 textbook and basal media programs covering the history and comparative life styles of the United States, Africa, China, India, Japan, Latin America, and Europe. The Supplementary Student Resources section presents descriptions of four print materials, audiovisual materials, games, and simulations. The Teacher Resource Materials section reviews three sources of information or suggestions for teachers. The ERIC Documents section contains nine program descriptions and scholarly essays on incorporating anthropology and world history into the curriculum. The Organizations and Associations section lists 12 selected sources of curriculum materials and other publications which can enhance the study of the two disciplines. All entries in the first three sections provide information about quality, degree of usefulness, instructional approach, publication date (1975 or newer), and availability. For all sections except the ERIC Documents, each entry has been assigned subject area terms to help identify areas to which the material is relevant. (Author/AV)

ED 148 655 SO 010 419
Hedstrom, Judith E.
Selective Bibliography in Economics Resources.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—38p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($1.75, paper cover, order SSEC publication number 218)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, Business Cycles, Classroom Games, Consumer Economics, Curriculum Development, *Economic Education, *Economics, Human Capital, Inflation (Economics), *Instructional Materials, Money Systems, Program Descriptions, Secondary Education, *Social Sciences, Social Studies, Supplementary Reading Materials, Teaching Methods, Textbooks

The selective, annotated bibliography provides junior high and secondary school teachers with an overview of current materials and resources in economics. Although the primary focus of the bibliography is on the teaching and learning of economics as a social science discipline, some materials also reflect trends in personal and consumer economics. There are five major sections. Basal Curriculum Materials reviews eight textbook programs reflecting a variety of teaching approaches. The 29 print materials, games, and audiovisual materials described in the Supplementary Student Materials section may be used to supplement a basic economics course or to introduce economic concepts into other social studies courses. The Teacher Resource Materials section lists five publications which provide suggestions and ideas for teachers. Six entries in the ERIC Documents section suggest teaching techniques. Three entries in the Organizations and Associations section describe sources of curriculum materials and other relevant publications. All entries in the first three sections provide information about quality, usefulness, instructional approach, grade level, publication date (1975 or newer), and availability. (Author/AV)

ED 150 030 SO 010 418
Hedstrom, Judith E.
Selective Bibliography in Behavioral Sciences Resources.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—37p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($1.75, order SSEC Publication Number 217, paperbound)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Behavioral Sciences, Bibliographies, Games, Instructional Materials, *Psychology, Secondary Education, Simulation, Social Psychology, Social Sciences, *Social Studies, *Sociology

This annotated bibliography cites over 50 resources and curriculum materials which focus on the teaching and learning of the behavioral sciences. Curriculum materials, teacher resources, games and simulations, ERIC documents, and related professional organizations comprise the selected annotations relating to psychology, social psychology, and sociology. Each citation includes complete title, author, publisher, publication date, grade level, materials and cost, and subject area. The annotations briefly describe the materials, presenting information about content focus and instructional approach. These annotations present a general overview of the material rather than an in-depth analysis. In addition, a Fry readability test was conducted on each of the print materials and the information is included in the annotation. (Author/JR)

ED 150 031 SO 010 420
Hedstrom, Judith E.
Selective Bibliography in Political Science Resources.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—42p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($2.00, order SSEC Publication Number 219, paperbound)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—American Government (Course), *Annotated Bibliographies, Audiovisual Aids, Civics, Curriculum Development, Democracy, Educational Games, Instructional Aids, *Instructional Materials, Legal Education, *Political Science, Resource Materials, Secondary Education, Simulation, Social Studies, Teaching Methods

The focus of this bibliography is on the teaching and learning of political science as a social studies discipline. Materials dating from 1968-1977 for courses in political science, American government, civics, problems of democracy, and legal education have been included for grades 7-12. The bibliography includes citations in the following categories: basic curriculum materials; supplementary student materials, including print materials, audiovisual/media materials, and games and simulations; teacher resource materials; ERIC documents; and organizations and associations. Information on price, grade level, Fry reading level, the material's content focus, and instructional approach are included in the annotations. (Author/JK)

ED 150 032 SO 010 421
Ramos, June E. Crevling, Barbara
Selective Bibliography in United States History Resources.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—42p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($2.00, order SSEC Publication Number 220, paperbound)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—American History, American Studies, *Annotated Bibliographies, *Audiovisual Aids, Black History, Classroom Games, Ethnic Groups, Females, *Instructional Materials, Minority Groups, Questioning Techniques, Relevance (Education), *Resource Guides, Secondary Education, Simulation, *Supplementary Reading Materials, Teaching Techniques, *United States History

The selective bibliography identifies United States history materials for grades 7 through 12. It has been compiled to give teachers a representative sample of texts and supplementary materials, most of which have been published since 1975. Section one contains references to 16 basal curriculum materials. Information is given on title, author, publisher, publication date, grade level, Fry reading level, costs, specific subject area, and a paragraph-length annotation. Some of the materials stress Black history, ethnic studies, and the Bicentennial. Section two presents supplementary student materials: 12 print materials, nine audiovisual materials, and 17 games and simulations. Information similar to that in section one is given for each entry. Special topics include minority groups, immigrants, women's rights, and values. Five teacher resources described in section three stress inquiry learning, use of newspapers, and how to make history relevant to the present. Seven ERIC documents in section four describe teaching methods and exemplary programs, followed by a listing in section five of four organizations which conduct research and publish materials related to U.S. history. (AV)

ED 151 237. SO 010 404
Metcalf, Fay D. Downey, Matthew T.
Teaching Local History: Trends, Tips, and Resources.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—110p.; Figure 1 on page 18 may not reproduce clearly due to poor reproducibility of original document
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($3.75, order SSEC Publication Number 215, paperbound)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Community Resources, *Community Study, Elementary Secondary Education, *Family (Sociological Unit), History Instruction, Instructional Materials, Learning Activities, *Local History, Oral History, Primary Sources, *Social Studies, Teaching Guides, Teaching Techniques, *United States History

Trends, tips, and resources for teaching local and family history are identified in this state-of-the-art paper. Using the local community as a historical resource can make American history more relevant and meaningful to students and aids in the development of a wide range of skills, including library use skills, writing skills, and skills used in evaluating historical data. A study of a community will yield information abouts its social history, economic history, family history, architecture and public art, and folklores and cultural journalism. Suggestions about how to retrieve a community's history and teaching activities and techniques for using the information are provided in each chapter. Many of the suggestions describe projects and activities that teachers currently use in their own classes. A final chapter contains a list of local history resources, including books, photographs, and materials on how to use local sources. (JR)

ED 153 884 SO 010 206
Muth, John W. Senesh, Lawrence
Constructing a Community System-Based Social Science Curriculum.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—152p.; Charts on pages 89-94 may not reproduce clearly due to small type size in the original document ; Best copy available
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($6.00, order SSEC Publication Number 210, paperbound)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Community Change, Community Involvement, Community Role, *Community Study, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Futures (of Society), Knowledge Level, *Learning Activities, Local History, Models, Relevance (Education), *School Community Relationship, Social Change, Social Environment, Social Problems, *Social Sciences, *Social Studies, Social Studies Units, Student Participation, Teaching Techniques, Values
Identifiers—*Colorado System Based Social Science Project

This guide is designed to aid social studies classroom teachers develop and implement programs using the community as a social sciences laboratory. The document describes how to prepare a social profile of the community. Based upon the Colorado System-Based Social Science Project which was sponsored by the National Science Foundation, the study aims to increase the options of youth in their home communities and in communities to which they might migrate. The document is presented in three parts. Part I presents background information on the system-based social science curriculum, stresses the need for a strong community-school relationship, and explains how to generate local curriculum guidelines. Part II outlines strategies for use in preparing a community social profile. Information is presented on clarifying the purpose of a community profile, specifying format, putting together a research and writing team, selecting research tools, and determining content. Part III, the bulk of the document, suggests a wide variety of learning activities and objectives related to children's awareness of values, social reality, social problems, systems, time and space, work and leisure, the future, and social science knowledge. The activities, which can be used without prior preparation of a profile, involve the students in analyzing historic documents, defining values, discussing parental and community attitudes, surveying class and community members, presenting oral reports on current issues, writing research reports on selected community problems, working with maps, and participating in the community. The appendix presents an outline of the Community Social Profile. (Author/DB)

SP

ED 110 413 SP 009 373
Dambruch, Edward L. And Others
Governance of Teacher Centers. Special Current Issues Publication No. 2.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Note—24p.
Available from—SCIPS, ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, Washington, D.C. (1-9 copies, $0.70 ea., 10-99 copies, $0.65 ea., 100-999 copies, $0.60 ea., 1000 or more, $0.55 ea.)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors—Consortia, Cooperative Planning, Educational Coordination, *Governance, Inservice Teacher Education, Interinstitutional Cooperation, *Teacher Centers, *Teacher Education

This booklet contains four papers on teacher center governance, each written from a different perspective, and each dealing with a different aspect of teacher centers. The first paper discusses issues concerning the governance of teacher centers and deals specifically with (a) collaboration, (b) affiliation, and (c) parity. It is written from the perspective of a representative of a federally funded teacher center. The second paper deals with governance from the perspective of the Atlanta Area Teacher Education Service (AATES), whose teacher center operates through a consortium. The activities of the AATES are traced from its creation in 1945 to its model teacher center program in 1970 to its 1974 feasibility study for the establishment of a teacher center to serve metropolitan Atlanta. The third paper furnishes an example of the kinds of programs which can exist under school-district governance. The history, organization, and projects of the San Francisco Unified School District Teacher Center are described. The fourth paper is a proposal for a teacher center by the Des Moines Education Association Instruction and Professional Development Committee. It is an example of how a teacher center is initially conceived. (RC)

ED 114 400 SP 009 653
Goddu, Roland And Others
A Study of Locally Identified Needs for Institutional Improvement in the States of New Hampshire and Vermont: A Planning Document.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; New England Program in Teacher Education, Durham, N.H.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 75
Note—16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Development, *Educational Research, *School Districts, *School Systems, State Departments of Education, *Teacher Certification, Teacher Education, Teachers

This report grows out of efforts in two New England States, Vermont and New Hampshire, in cooperation with a regional research and development group, New England Program in Teacher Education (NEPTE), to revise teacher education programs for certification and approval so that they would be (1) local school system oriented and controlled, (2) based on goals and needs stated by the local school system, and (3) based on goals and needs-related training and education experiences for local teachers. NEPTE field staff in New Hampshire, Vermont, and Maine were requested to extract specific elements from State Department of Education materials submitted as staff development plans by local school districts. The field staff reports were organized by state and the following categories of need: (1) information needs, (2) training needs, (3) guidelines on policy clarification needs, and (4) support-mechanism needs. The information reported from Maine was not analyzable in its present form. The information from New Hampshire and Vermont, however, was readily accessible. The study showed that local school personnel are asking more sophisticated questions than the developers believe they are. Mission statements have had the effect of energizing local school personnel to a readiness and development level to which research and development groups must find ways to respond. (RC)

ED 115 580 SP 009 550
Bensley, Loren B., Jr.
Death Education as a Learning Experience. SCIP No. 3.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 75
Note—24p.
Available from—SCIPS, ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 (1-9 copies, $0.55 ea., 10-99 copies, $0.50 ea., 100-999 copies, $0.45 ea., 1,000 or more copies, $0.40 ea.)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Course Descriptions, *Courses, *Death, Health Education, Higher Education, Secondary Education, *Suicide, *Units of Study (Subject Fields)
Identifiers—*Death Education

This monograph on death education defines death education, discusses the need for it, and suggests ways of teaching it. Death education is defined as the process by which one explores man's relationship with life. The basic philosophy underlying death education is that through the study of death students will gain an appreciation for life which will be reflected in their behavior, and that by understanding death, they can try to prevent needless death for themselves and others. The monograph lists points which should be taken into consideration when planning a unit or course in death education and suicide prevention, and presents questions that teachers of such courses should be able to answer in defense of death education. Sample topics, behavioral objectives, and questions pertaining to death education for advanced high school students are also presented, along with sample assignments from a college level death education course. A bibliography of suggested class readings is included. Appended are suggestions for school personnel for helping bereaved students. A selected annotated bibliography of ERIC documents on death education concludes the monograph. (DDO)

ED 117 034 SP 009 717
Mesa, Pete
Community Involvement and Inservice Teacher Education: The Urban/Rural Approach. SCIP No. 4.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 76
Note—17p.
Available from—SCIPS, ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 (1-9 copies,

$0.50 ea.; 10-99 copies, $0.45 ea.; 100-999 copies, $0.40 ea.; 1000 or more copies, $0.35 ea.)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Community Involvement, *Developmental Programs, *Inservice Teacher Education, Leadership Training, *Rural Education, School Community Cooperation, Teacher Improvement, *Urban Education

This paper describes the history and status of the Urban/Rural School Development Program which has both community involvement and inservice teacher education as components. The paper first discusses certain important features of the Urban/-Rural program. One unique feature of this program is its built-in parity mechanism that requires shared decision-making between school professionals and the community, and which sets it apart from similar programs in teacher education. Another salient feature of the Urban/Rural program is that it is aimed at inservice education. The importance of Leadership Training Institutes (LTI) in relation to this program is also stressed, since the LTI, through workshops, conferences, and newsletters, has served as a unifying element for the Urban/Rural sites. The paper then discusses the attempts of Urban/Rural programs, by including teachers in their planning, to solve certain problems found in traditional inservice education programs. A working definition of inservice education is then proposed, and strategies and mechanisms for providing inservice education that have emerged in the Urban/Rural program are discussed. Other Urban/Rural experiences for the design of a national strategy for inservice education are considered, and the success of various projects is also discussed. The paper concludes with a list of 11 conclusions or important experiences to offer national and local educational policy makers. (BD)

ED 117 046 SP 009 739
Hazard, William R.
Student Teaching and the Law. SCIP No. 5.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 76
Note—20p.
Available from—SCIPS, ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, $0.55 ea.; 10-99 copies, $0.50 ea.; 100-999 copies, $0.45 ea.; 1000 or more copies, $0.40 ea.)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Collective Bargaining, Cooperating Teachers, Discipline, Due Process, *Educational Legislation, *Legal Responsibility, Preservice Education, School Responsibility, State Legislation, *Student Teachers, Student Teaching, *Teacher Responsibility

This document explains some aspects of the law which affect teachers in general and student teachers in particular. Five issues are examined. The first issue concerns state laws which affect student teachers, with Illinois and Indiana laws used as examples. Some of these laws have to do with liability insurance, credentialling, clinical training, and arrangements for student teaching. The second issue is tort liability of schools and teachers. It is suggested that supervising teachers may be held responsible for harm which befalls a student teacher through their negligence, and student teachers can be held responsible for the safety of children. The third issue is collective bargaining: teacher-board negotiations concerning student teaching. The author states that he expects the profession to demand more control over aspects of student teaching. The fourth issue concerns school discipline; two important cases are described: Goss v. Lopez, and Wood v. Strickland. The fifth issue is the emerging concept of a "right to learn"; the Peter Doe and Ianniello cases are discussed. In the former case, still pending, a high school graduate has sued the San Francisco school system for failing to teach him to read. If a right to learn becomes an accepted legal construct, the author speculates that specific kinds of responsibilities of schools and teachers will have to be clarified. (CD)

ED 118 529 SP 009 625
Aquino, John, Comp.
Performance-Based Teacher Education: A Source Book. PBTE Series No. 21.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 76
Note—131p.
Available from—Order Department, American Association of Colleges for Teacher Education, Suite No. 610, One Dupont Circle, N.W., Washington, D.C. 20036 ($4.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Abstracts, Accountability, *Catalogs, Certification, Educational Programs, Governance, Individualized Instruction, *Literature Reviews, *Performance Based Teacher Education, Program Evaluation, Staff Improvement, State Departments of Education

This document is a compilation of articles, extracts of books or articles, and abstracts of material on performance based teacher education (PBTE). It is divided into four sections. The first section contains background material and provides definitions, rationales, and historical contexts for PBTE. The second section has material on program design, evaluation and assessment, personalization and individualization, and field-based support systems for PBTE. The third section is divided into the following headings: general implications, staff development, governance, accountability, state agencies, and accreditation issues in PBTE. The fourth section presents a critique of PBTE from the standpoint of the American Federation of Teachers and another from a general standpoint. The document also includes names of the jury members who chose the documents for inclusion in the source book, the list of the original documents from which these were selected, and information about AACTE and ERIC. (CD)

ED 120 101 SP 009 825
Peck, Robert F.
Student/Teacher Interaction and Education Outcomes. SCIP No. 6.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 76
Note—25p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, $0.55 ea.; 10-99 copies, $0.50 ea.; 100-999 copies, $0.45 ea.; 1000 or more copies, $0.40 ea.)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Academic Achievement, Cultural Factors, Educational Strategies, *Interpersonal Relationship, *Learning, Social Class, *Student Teacher Relationship, Teacher Influence

In this monograph, the author discusses eight propositions derived from research which support the contention that, to adequately measure student performance, research designs must be capable of measuring multiple outcomes simultaneously. The first proposition deals with this need to measure multiple outcomes. The second proposition states that students affect teacher behavior, just as teachers affect student behavior. Proposition 3 concerns cultural differences in the dynamics of learning and states that no single teaching style works equally well with all of these differences. Proposition 4 deals with the interaction of social class with instruction, in particular, the large learning gap between middle-class and working-class children. The fifth proposition states that the emotional adjustment of students often has a powerful effect on their learning. Proposition 6 presents the need for a logical model that examines the interacting effects of teaching strategies and student characteristics on multiple outcomes of instruction. In proposition 7, it is stated that the most effective learning system is one which identifies and addresses each student's particular intellectual and emotional needs. Proposition 8 states that the most difficult step is putting a revised system into practice. In a final section, research needs in the area of student teacher interaction are discussed. (RC)

ED 120 103 SP 009 854
Gollnick, Donna M. And Others
Multicultural Education and Ethnic Studies in the United States. An Analysis and Annotated Bibliography of Selected ERIC Documents.
American Association of Colleges for Teacher Education, Washington, D.C. Ethnic Heritage Center for Teacher Education.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 76
Contract—G007501382
Note—179p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Annotated Bibliographies, Classroom Materials, *Ethnic Studies, *Instructional Materials, Minority Groups, *Teacher Education
Identifiers—*Multicultural Education

This book, an annotated bibliography and analysis, was produced by the Ethnic Heritage Center for Teacher Education of the American Association of Colleges for Teacher Education (AACTE) and the ERIC Clearinghouse on Teacher Education; it contains abstracts of documents from the ERIC system on multicultural education and ethnic studies. The main categories of documents are concept materials, classroom materials, curriculum materials, and program materials. Each entry includes an abstract, the ERIC ED number, the availability of the document (microfiche or hardcopy), and identification of the ethnic group being described or discussed in the document. The bibliography itself is preceded by a section reviewing the literature on multicultural education and is followed by an explanation of how the ERIC search was conducted and an analysis of the bibliography. A list of locations with ERIC microfiche collections and a glossary of ERIC terms complete the book, along with descriptons of the work of the Ethnic Heritage Center, ERIC and AACTE. (CD)

ED 120 105 SP 009 871
Movement Education. Bibliographies on Educational Topics No. 1.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Note—25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Children, Dance, *Elementary School Curriculum, Exercise (Physiology), *Motion, Motor Development, *Physical Education
Identifiers—*Movement Education

This document is an annotated bibliography of material on movement education which is arranged into two sections: (1) General and Theoretical and (2) Programs and Guides. The material was obtained from a search of the ERIC data base and from other sources in health, physical education, and recreation. A brief introduction is included which presents three definitions of movement education currently in use. These include movement education (1) as one unit of a total program, (2) as synonymous with physical education and (3) as an all-inclusive view of both the art and science of human movement. (CD)

ED 121 708 SP 009 855
Masla, John A. Royster, Preston M., Ed.
Community Involvement in Teacher Education: A Study of the Models.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 76
Note—93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Community Involvement, *Educational Programs, Models, *Parent Participation, *Program Descriptions, *Teacher Education
Identifiers—Community School Concept, Home School Institute, Project Follow Through, Teacher Corps, Urban Rural School Development Program

The author states in the opening pages of this paper that community involvement in educational programming, whether for children's learning or teacher training, is an absolute necessity for the development of alternative strategies and solutions for present and future educational problems. The paper reviews some of the ongoing attempts to maintain a broad base of community involvement in teacher education programming. There are discussions of a number of models as typified by selected programs, followed by program descriptions by representatives of the respective programs. The models under consideration are (1) Teacher Corps; (2) Urban/Rural School Development Program; (3) Follow Through Program; (4) Community School Concept (Mott Foundation); and (5) The Home School Institute (Trinity College). A community component matrix is utilized as a guide for study and consideration. The paper ends with the author's conclusions and recommendations. (JA)

ED 128 293 SP 010 365

Social Sciences of Sport: Bibliographies on Educational Topics No. 3.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Note—71p.

Available from—ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 ($1.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, *Athletics, History, Philosophy, *Physical Education, Psychology, *Social Sciences, Sociology

This publication is one of a series of annotated bibliographies in physical education. There are four sections–sport history, sport psychology, sport sociology, and sport philosophy. Each section consists of a brief introduction, the annotated bibliographic entries arranged alphabetically by author, and a list of cross references for documents relevant to more than one subdiscipline. Citations were selected from the two files contained in the ERIC data base: RESOURCES IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). (DMT)

ED 129 718 SP 010 430

Stahl, Robert J.

Values/Moral Education: A Synthesis Model. Special Current Issues Publication: No. 7.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Note—57p.

Available from—ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, Washington, D.C. 20036 ($0.65)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Affective Behavior, *Behavioral Objectives, *Cognitive Development, *Decision Making, Learning Activities, *Models, *Moral Development, *Moral Values, Student Behavior, Values, Verbal Communication

Identifiers—*Values Education

To assist teachers, teacher educators, and researchers to plan instructional objectives in values education, a model is presented that synthesizes the values clarification and cognitive moral development approaches. An explanation is provided of the process and verbal approaches to values clarification, as well as a detailed explication of Kohlberg's cognitive development approach. Among its chief characteristics, the model: (1) describes what occurs during instructional activities in regard to values clarification and moral reasoning behavior as aspects of affective development; (2) extracts and describes internal cognitive process operations in terms of observable patterns of student verbal behavior; and (3) focuses on the appropriate categories and patterns of language consistent with the reasoning processes used in clarifying values and in the development and use of moral reasoning, rather than on the substance or content of a value or moral choice. Examples are given of two theoretical moral dilemmas for classroom presentation with suggestions for teacher preparation activities, "discussion starter" questions, and criteria for decision-making. (MM/PBS)

ED 130 991 SP 010 182

Women's Athletics: Bibliographies on Educational Topics, No. 2.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—American Association for Health, Physical Education, and Recreation, Washington, D.C.; American Association of Colleges for Teacher Education, Washington, D.C.; Association of Teacher Educators, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Note—43p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, $1.00 ea.; 10-99 copies, $0.90 ea.; 100-999 copies, $0.80 ea.; 1000 or more copies, $0.70 ea.)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Athletic Programs, Athletics, Bibliographic Citations, Discriminatory Attitudes (Social), Discriminatory Legislation, *Physical Characteristics, Physical Development, Physical Education, *Professional Associations, *Sex Discrimination, *Social Factors, *Womens Athletics, Womens Studies

Identifiers—*Educational Resources Information Center, ERIC

This annotated bibliography on women's athletics was compiled from the ERIC data base for documents and journal articles. It cites document accession number, pagination, availability in microfiche and/or hard cover, availability source and address. The bibliography presents material on women's athletics and (1) general sex discrimination (14 citations); (2) sex discrimination, litigation, and legislation (10 citations); (3) professional associations (9 citations); (4) physical characteristics and performance skills (13 citations); (5) psychology and sociology (15 citations); (6) programs and guides (18 citations); and (7) other related women's athletics topics (11 citations). An order form for documents available through the ERIC Document Reproduction Service is included. (MB)

ED 131 050 SP 010 610

Casso, Henry J.

Bilingual/Bicultural Education and Teacher Training. NEA Professional Studies Series.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C.

Pub Date—76

Note—97p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Students, *Bilingual Teachers, Civil Rights Legislation, Cultural Awareness, Cultural Background, Cultural Differences, Cultural Factors, *Cultural Pluralism, Culture Contact, Educational Legislation, *Educational Policy, Inservice Teacher Education, Minority Groups, Multilingualism, Mutual Intelligibility, Non English Speaking, Preservice Education, Second Language Learning, Spanish Speaking, Teacher Education

Bilingual/bicultural education in the United States in undergoing a renaissance founded on the notions of (a) equality of educational opportunity and (b) accountability in public education. The first section of this monograph examines the significant causes for this renaissance. It is pointed out that although great strides have been made in a relatively short time, it is erroneous to conclude that the bilingual/bicultural education movement is proceeding smoothly; there has been and will continue to be great opposition to its concept, philosophy, and practice. Both sides of the issue are treated in Section II, aptly titled, "The Controversy in Bilingual/-Bicultural Education: Melting Pot vs. Cultural Pluralism." Most administrators, counselors, teachers, and teacher educators, we are reminded, have been trained under the melting pot theory, which is now being challenged. Section III discusses implications for bilingual/bicultural teacher training, including: guidelines for improvement of teacher training; teacher views of bilingual/bicultural education; and responses of teacher training institutions in training bilingual personnel. Section IV reviews ERIC publications concerning bilingual teacher training and presents recommendations based on an ERIC search. Seven appendixes offer: (1) approved bilingual education fellowship programs; (2) office of bilingual education grant awards; (3) location of Lau Centers in the United States and states served; (4) major U.S. Commission on Civil Rights hearings for various linguistically and culturally distinct peoples; (5) guidelines for the preparation and certification of teachers; (6) random sample of institutions in the Southwest that have teacher education programs; and (7) bibliography of ERIC publications. (MM)

ED 133 297 SP 009 824

Bown, Oliver H. Rutherford, William L.

Towards Functional Preservice Teacher Education Centers: Human Interactions in Program Development.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Note—68p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—College School Cooperation, *Field Experience Programs, Organizational Change, *Preservice Education, *Program Development, *Role Conflict, Role Perception, *Teacher Centers, *Teacher Education, Teacher Educators, Teaching Experience

Identifiers—Personalized Teacher Education Program

This paper focuses on the preservice teacher education center, particularly on those which encourage the optimal use of college and school-personnel and resources in the field-based aspects of teacher education training programs. The paper is organized around five main topics. First, a brief historical view of the teacher center is presented. The second section scans the teacher center literature. The third section discusses emergent themes from the literature important in developing effective teacher education centers including discussion of such topics as: governance; the integration of college and school-based learning experiences; role changes; and teacher training and education renewal. The fourth section presents common problems in developing field-based teacher education. These problems specifically are related to the conventional roles played by the various participants in teacher education and the role conflicts that are experienced when more than structural or cosmetic program changes are attempted. The fifth section offers suggestions for consideration in the development and operation of a functional teacher education center. The suggestions give particular attention to the human factors involved in a teacher education center and the interplay between these and the many organizational features, distribution of responsibility, and procedures that are part of a teacher center. As a brief summary, advantages inherent in successful implementation of a teacher education center are listed. A bibliography is appended developed by the authors from their own readings and from a computer search of the ERIC data base. (MM)

ED 133 301 SP 010 638

Community Recreation and Community Recreation/Education: Bibliographies on Educational Topics No. 4.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—88p.

Available from—ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle N.W., Washington, D.C. 20036 ($1.10)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, Bibliographic Citations, *Bibliographies, *Community Education, Community Involvement, Community Recreation Legislation, *Community Recreation Programs, *Recreation, *Recreational Activities, Recreational Facilities, *Recreational Programs

This publication, the fourth in the series of Bibliographies on Educational Topics, focuses on community recreation and community recreation/education. Citations were selected from the two files contained in the ERIC data base: RESOURCES IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). Each topic is presented separately with a definition followed by a reproduction of the actual computer printout pages. Entries are arranged chronologically with most recent publications listed first. Journal citations note the accession number, title, author, journal title, volume and issue number, pagination, index terms, and annotation. Document citations list accession number, title, author, publication date, index terms, and pagination, and may note organization where document originated, sponsoring agency, contract or grant number, alternate source for obtaining the document, a short descriptive note, price, and whether the document is available in microfiche and/or hard copy from EDRS. Abstracts of documents are also presented. A reader response page is included at the end of the bibliography to encourage readers to submit documents for evaluation and possible inclusion in the ERIC data base. An EDRS document order form is also included. (MM)

ED 134 542 SP 010 710

Consumer Health. Bibliographies on Educational Topics No. 5.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Note—79p.

Available from—ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 (1-9, $1.00 ea.; 10-99, $0.90 ea.; 100 an over $0.80 ea.)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Opportunities, *Consumer Education, *Consumer Protection, Curriculum Guides, *Health Education, Health Insurance, Health Occupations, *Health Services, Legislation, *Nutrition, Purchasing

This document is the fifth in the series, BIBLIOGRAPHIES ON EDUCATIONAL TOPICS (BETS), providing topical searches of ERIC literature in the scope areas of teacher education and health education, physical education, and recreation education. Here, the subject of consumer health is treated bibliographically. Included are topics dealing with the wise selection of health products and services, agencies concerned with the control of these products and services, evaluation of quackery and health misconceptions, health careers, and health insurance. Citations were selected from the two files contained in the ERIC data base: RESOURCES IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). RIE abstracts documents generally unavailable commercially; citations provide, in addition to bibliographic data and the abstract, the document's accession (ED) number and its availability in either microfiche (MF) or "hardcopy" (HC) from the ERIC Document Reproduction Service (EDRS). An EDRS order form with current price schedule is included at the end of this bibliography. When a document is not available from EDRS, an alternate source is given. CIJE indexes articles from educational journals. Annotations are supplied where article titles are not self-explanatory. CIJE articles are not reproduced by ERIC. The reader is referred to the original journals, available in many libraries. (JD)

ED 134 556 SP 010 736

Crum, Mary F., Ed.

Teacher Centers, March 1977. Bibliographies on Educational Topics No. 6.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Note—51p.

Available from—ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 (1-9 copies, $1.10 ea.; 10-99 copies, $1.00 ea.; 100 or more copies, $0.90 ea.)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Bibliographies, Information Sources, *Teacher Centers

This bibliography reflects the teacher center experience of the past several years and provides a reference pool for those interested in developing and/or improving teacher center programs. The materials cited are listed alphabetically by author and cover many different aspects of centering, including something of the experience in several other nations. Most of the publications cited were written during the past five years, but older documents have been included if they address high priority teacher center issues or represent benchmark studies or statements. A subject index cross-references the citations under 29 major topics. Standard bibliographic citations have been supplied for all materials. Citations of documents announced in ERIC's journal of abstracts, RESOURCES IN EDUCATION, are followed by an ED accession number; an EJ number follows journal articles announced in CURRENT INDEX TO JOURNALS IN EDUCATION. Most ED entries are available from the ERIC Document Reproduction Service; a current order form is included. Items generally were not included unless they could be obtained either as study documents or for permanent collections. Some of the main sources for the documents are identified in Appendix A. Appendix B lists periodicals found to be helpful to those interested in teacher centers. (MM)

ED 137 219 SP 009 853

Dyer, C. James

Humanistic Competency Training for Supervisors and Cooperating Teachers.

Association of Teacher Educators, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Note—41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *College Supervisors, *Cooperating Teachers, Human Relations, *Interpersonal Competence, Interpersonal Relationship, Performance Based Teacher Education, Role Perception, Sensitivity Training, *Student Teacher Relationship, *Student Teachers, Student Teaching, Supervisory Training, Teaching Experience

Identifiers—Psychooperation

Criteria that emphasize humanistic competencies directly related to the accepted role objectives of the student teaching participants–student teachers, college supervisors, cooperating teachers–are developed and stated. First, the clinical student teaching experience in general is discussed including role perceptions of the cooperating teacher and the college supervisor, problems, priorities, and the question of competencies. Next, the student teaching triad is treated by the introduction of a new educational term, "psychooperation." Third, suggestions are made for training in humanistic competencies. The final section offers a brief look at change expectations. (MM)

ED 137 220 SP 010 737

Jeppson, Gordon D., Comp.

A Directory of Information Resources in Health, Physical Education, and Recreation.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Directories, Health, Health Education, *Information Centers, Information Dissemination, *Information Systems, *Physical Education, *Recreation

This directory was compiled to aid health, physical education, and recreation professionals locate and gain access to the information systems that store materials in their areas of interest. Information is included about (1) U.S.-based information centers, (2) many of the Canadian systems, and (3) the International Association for Sport Information. Listings include (a) organization name, address, telephone number, and contact; (b) a description of the organization and its information facilities; and (c) services provided and cost information. (MM)

ED 137 221 SP 010 738

Pipes, Lana, Ed.

Administrator Style Effect on Teacher Behavior and Morale. Bibliographies on Educational Topics No. 7.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Note—126p.

Available from—ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 ($1.40)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Role, Annotated Bibliographies, *Bibliographic Citations, Interprofessional Relationship, *Leadership Styles, *Literature Reviews, School Organization, *Teacher Administrator Relationship, Teacher Attitudes, *Teacher Behavior, Teacher Morale, Teacher Role

The effect administrator style has on the behavior and morale of teachers is the subject of this bibliography and literature review. It is comprised of three major topical sections: (1) the school as a social system; (2) administrator style; and (3) teacher behavior. Documents in the first section are primarily concerned with two aspects of the school as a social system–the organizational climate and the congruence of role functions and goal perceptions deriving from the organizational structure. The documents in the second section are classified as relating to the administrator's personal leadership style or the instructional leadership influence. Documents in the third section are subdivided according to teacher role perceptions and confrontation and conflict. The entries were selected from the ERIC data file, RESOURCES IN EDUCATION. Several of the documents listed are reviewed in the literature analysis that precedes the bibliography. Abstracts of documents selected are reproduced from the actual computer printout pages. Citations in each topical section appear in chronological order with the most recent accessions first. Most documents are available in microfiche or "hardcopy" and can be ordered from the ERIC Document Reproduction Service. (MM)

ED 137 222 SP 010 745

Arnold, Daniel S. And Others

Quality Control in Teacher Education: Some Policy Issues.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 77

Note—107p.

Available from—American Association of Colleges for Teacher Education, 1 Dupont Circle, Suite 610, Washington, D.C. 20036 ($4.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—College Admission, *Educational Policy, *Educational Quality, Effective Teaching, Inservice Teacher Education, *Performance Based Teacher Education, Professional Recognition, *Quality Control, Teacher Certification, *Teacher Education, Teacher Employment, *Teaching Quality, Tenure

A framework is proposed for the rigorous and continuing exercise of quality control in teacher education. The major focus is on the individual measures of quality control which can be exercised at eight critical points in the preparation and practice of a teacher: (1) college admission; (2) admission to teacher education programs; (3) student teaching and other professional field experiences; (4) completion of preservice preparation and institutional recommendation of candidates for initial certification; (5) state agency certification; (6) employment; (7) retention and tenure decisions–the role of inservice education; (8) continuing professional development–the recognition of the teacher-scholar. The major section of this paper is organized around these quality control points, and, within each of the eight subsections, seven basic questions are utilized to clarify the issues relating to each point: (1) What are the competencies, qualities, and characteristics associated with effective teacher performance expected as exit criteria from this point? (2) Which of these competencies, qualities, or characteristics can be developed or enhanced by the institution or agency primarily responsible for the quality control point with the time and resources available? (3) What are the entry requirements at this quality control point? (4) How can generic competencies associated with quality teacher performance be ensured while at the same time avoiding a narrow view of teaching? (5) What are the principal influences on the quality controls exercised? (6) With whom does primary responsibility for evaluation lie? and (7) What processes, mechanisms, and instruments are properly involved? A bibliography is appended. (MM)

ED 137 229 SP 010 865
Hite, Herbert Howey, Kenneth R.
Planning Inservice Teacher Education: Promising Alternatives.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 77
Note—77p.
Available from—American Association of Colleges for Teacher Education, 1 Dupont Circle N.W., Suite 610, Washington, D.C. 20036 ($4.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Case Studies, *Educational Alternatives, Educational Objectives, Inservice Programs, *Inservice Teacher Education, Inservice Teaching, *Performance Based Teacher Education, *Program Descriptions, *Program Planning, Teacher Education, Teacher Educators, Teacher Motivation, Teacher Role, Teacher Salaries, Teaching Experience, Trend Analysis
Identifiers—Professional Development

This monograph, consisting of two papers, is intended to assist the teaching profession to analyze and study the broad picture of inservice education of teachers. In the first paper, a rationale for the present state of the art is given and also a projection for the future. Differing, but equally effective, approaches to the inservice education of teachers are analyzed. Factors that determine program purposes and characteristics are discussed. Scenarios of three illustrative inservice education programs are presented in detail. In the second paper, a number of basic conditions that need to be considered in planning for more viable inservice alternatives are considered, and suggestions on how some of these issues may be resolved are offered. The point is made that the "whys" and "hows" of inservice education will be understood more clearly if they are examined in relationship to foreseeable changes in the total approach to teacher education, and school conditions in general. (JD)

ED 138 566 SP 010 992
Pipes, Lana, Comp.
Validated Products from Theory to Practice.
Bay Area Learning Center, Oakland, Calif.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 77
Note—56p.; Report of Conference held at Bay Area Learning Center (Oakland, California), February 13-15, 1977)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Conference Reports, *Information Centers, Information Services, *Information Sources, *Teacher Centers, Teacher Education, Teacher Improvement
Identifiers—*Bay Area Learning Center

This report summarizes and highlights the major formal activities and outcomes of the Bay Area Learning Center (BALC) conference. Two major areas of concern are (1) teacher centers and (2) knowledge bases. Excerpts from oral presentations, notes from reporters, summaries of discussions, and an interview with the BALC chairperson are presented. A list of conference participants is appended. (MM)

ED 138 593 SP 011 034
The Market for Education Information: A Synopsis of the Educational Information Market Study.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 77
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Delivery Systems, *Educational Needs, *Information Dissemination, *Information Needs, Information Services, *Information Sources, Information Systems, *Information Utilization, *Use Studies

This paper is a synopsis of a study of information needs in education undertaken to identify patterns that imply user requirements for effective information services. The findings of the study show that the educational information user market can be readily segmented by work roles (teachers, higher education faculty, state school board members, local education agencies). Among these work roles, significant patterns of similarities and differences can be discerned in terms of the kinds of information sources preferred, the tolerable delay in the delivery of information, preferred information source characteristics, preferences for information products and services, and problems in accessing and using information. (MM)

ED 141 265 SP 010 917
Hazard, William R. And Others
Legal Issues in Teacher Preparation and Certification.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 77
Note—157p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, $3.00 ea.; 10-99, $2.90 ea.; 100+, $2.80 ea.)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Certification, Collective Bargaining, Corporal Punishment, *Court Litigation, Expulsion, *Legal Problems, *Legal Responsibility, School Personnel, Standards, State Standards, Suspension, *Teacher Certification, *Teacher Education

Legal issues in teacher preparation and certification are discussed from three perspectives of relevance to educators. First, the legal responsibilities of preservice and inservice teachers in relation to pupils and other participants in the school setting are scrutinized and the controversies surrounding collective negotiations, corporal punishment, and educational malpractice are addressed. Second, the ambiguities inherent in balancing state interests against individual interests are explored, and the problems engendered in attempting to establish and enforce standards for teacher education programs and personnel are considered. Third, the legal merits of theoretical challenges that might force the reform of existing teacher education practices are evaluated, and it is suggested that the courts will proceed cautiously in dealing with unprecedented cases and, that even where reformist litigation may be successful, difficult problems of remedy will remain. The three discussions summarize the status of teacher certification today and offer a base of information from which educational personnel can expand their knowledge of legal issues in their profession. (MM)

ED 141 266 SP 010 939
McKnight, Philip C. Bush, Robert N.
Microteaching: A Selected Bibliography.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 77
Note—46p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, $1.00 ea.; 10-99 copies, $0.95ea.; 100+ copies, $0.90ea.)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, *Bibliographic Citations, Educational Development, Educational Research, *Microteaching, Teacher Education, Teaching Skills, Video Tape Recordings

This bibliography contains a selection of documents and journal articles on microteaching found in the ERIC data base. The entries were selected for their quality, uniqueness, and clarity of presentation and represent a sample of those projects that have made an important contribution to the development of microteaching for research and training. Citations appear in alphabetical order under subject headings and, when available, with an ERIC abstract or annotation. An introduction and a discussion of the development of microteaching are included. (MM)

ED 142 509 SP 011 154
Baker, Gwendolyn C. And Others
Multicultural Education: Teaching About Minority Women. Special Current Issues Publication No. 8.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—33p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, N.W., Room 616, Washington, D.C. 20036 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—American Indians, Blacks, *Cross Cultural Training, *Feminism, Japanese Americans, Mexican Americans, *Minority Groups, Racism, Sex Discrimination, Sex Role, *Social Change, Stereotypes, *Teacher Education, *Womens Studies

In this monograph the responsibilities of teacher education programs in dealing with the problems of sexism and racism are discussed. In a collection of articles the following topics are covered: (1) minority women and the women's movement; (2) American Indian women; (3) understanding the Chicana (Mexican Americans); (4) black women, their problems and strengths; (5) Japanese American women and their perspective on liberation; and (6) new directions for ensuring equality for minority women. (JD)

ED 143 619 SP 011 275
Pipes, Lana, Ed.
Teacher Centers as an Approach to Staff Development in Special Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Rhode Island State Dept. of Education, Providence.
Pub Date—Aug 77
Note—63p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Educational Finance, *Exceptional Child Education, Federal Aid, *Handicapped Students, Inservice Teacher Education, Needs Assessment, Program Evaluation, Resource Centers, *Special Education, *Staff Improvement, *Teacher Centers, Teacher Education, *Training Objectives

This publication chronicles the activities at the June 1977 conference sponsored by the Rhode Island Teacher Center to explore the teacher center model as a means of meeting staff development requirements of Public Law 94-142, the Education for All Handicapped Children Act. The stated objectives of the conference were as follows: (1) to acquaint professionals in special education programs with the teacher center model as a staff development delivery system; (2) to acquaint professionals in preservice and inservice education with the staff development requirements detailed in the "Comprehensive System of Personnel Development" section of Public Law 94-142; (3) to bring together both types of professionals to discuss such issues as roles, responsibilities, needs, and resources to fulfill the mandates of PL 94-142 and the teacher center section of PL 94-482; (4) to provide an overview of the products, practices, and research knowledge base available in these areas; and (5) to present a forum for discussing the regulations for teacher centers authorized by recent federal legislation. (JD)

ED 144 931 SP 011 653
Rivers, L. Wendell
The Disruptive Student and the Teacher. NEA Professional Studies Series.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; National Education Association, Washington, D.C.
Pub Date—77
Note—42p.
Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($3.25)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Behavior Change, *Behavior Problems, *Change Strategies, *Class Management, Classroom Techniques, Educational Practice, Psychological Needs, *Student Behavior, Student Teacher Relationship, *Teacher Role
Identifiers—*Disruptive Students

Methods are described for the classroom management of disruptive children, defined as those who cannot be classified as emotionally disturbed or mentally retarded but who, either periodically or chronically, cause problems in classroom management or discipline. No attempt is made to provide exhaustive theoretical background, but, rather, concentration is upon practical suggestions that can be used by the teacher in managing disruptive behavior. Theory that is discussed is based upon the premise that disruptive behavior is a form of communicative behavior–i.e., the basis for most disruptive behavior is a state of pupil distress manifested by the child as a result of conditions prevailing in the home, at school, or both. Each chapter is divided into three parts, discussing (1) background information concerning the topic under investigation, (2) objectives relating to the role of the teacher in managment of disruptive behavior, and (3) recommended techniques for the management of such behavior. Topics discussed are: (1) the nature of disruptive behavior; (2) the disruptive child; (3) general management techniques; (4) the disruptive classroom; (5) when to call for help; (6) the emotionally disrupted child; (7) the disrupted teacher; and (8) research findings relating to disruptive behavior in the classroom. (MJB)

ED 147 281 SP 011 877

Humanizing Preservice Teacher Education: Strategies for Alcohol and Drug Abuse Prevention.

ERIC Clearinghouse on Teacher Education, Washington. D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Alcohol and Drug Abuse Education Program.

Pub Date—Dec 77

Note—94p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Alcoholism, Change Strategies, Demonstration Projects, *Drug Abuse, *Humanization, *Preservice Education, Research Projects, School Community Relationship, *Social Adjustment, *Student Alienation, *Teacher Influence

This document presents summary reports of six demonstration projects and one research project engaged in primary prevention of alcohol and drug abuse. The goals of these seven projects were the same, though each evolved and worked differently: (1) reinforcement of nonuse of alcohol and drugs; (2) discouragement of experimentation; and (3) prevention or early intervention in the destructive use of all substances. The programs focused very little on drug use and abuse, per se, but attempted to deal with causes rather than symptoms. The final aim of these projects was to find ways to humanize teacher education, to change prospective teachers who would create a humanistic environment in the schools so that students would no longer feel the need to seek external gratification through drug abuse. The six demonstration projects are summarized in reports entitled: (1) Preservice Model Project (sponsored by Life Resources and Boston College); (2) Humanizing Environment and Educational Development (Mankato, Minnesota, State University); (3) HIP–An Alternative Program for the Preparation of Elementary Teachers (University of Missouri–Columbia); (4) A Competency-Based Affective Program for Preservice Teachers (University of Houston); (5) USOE Drug Abuse Prevention Demonstration Project (University of Northern Iowa); (6) The Drug Education Program (University of California at Santa Cruz). The Research project report is entitled "Self- Knowledge Education as an Approach to Drug Abuse Education," and was conducted by the University of Massachusetts. A summary of significant features of all seven reports is presented in an afterword, as well as possible future action in the area. (MJB)

TM

ED 117 187 TM 005 047

Eash, Maurice J. Talmage, Harriet

Evaluation of Learning Environments. TM Report 43.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-43

Pub Date—Dec 75

Contract—NIE-C-400-75-0015

Note—13p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Achievement, *Affective Tests, *Classroom Environment, Curriculum Evaluation, Elementary Secondary Education, *Instructional Programs, *Program Effectiveness, School Integration, *Student Attitudes

This paper discusses some approaches to the evaluation of social environments of learning that extend traditional evaluation beyond what intelligence and standardized achievement tests capture as the outcomes of schooling. Students can provide an important judgement or perspective on the suitability of the social environment as shaped by curriculum, instruction, and learning. This type of assessment holds promise for suggesting curriculum and instructional changes. A number of learning environment scales showing predictive validity from previous studies are utilized in four evaluation studies involving assessment of learning environments. The first two demonstrate instructional effects on the learning environment or classrooms, the third documents the assessment of a major curriculum change through measurement of changes in the learning environment, and the fourth illustrates the sensitivity and usefulness of learning environment data to changes brought about by racial integration. All studies were done in public schools to answer specific problems. The four studies are discussed. (Author/RC)

ED 117 188 TM 005 048

Morgan, James M.

Conducting Local Needs Assessment: A Guide. TM Report 44.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-44

Pub Date—Oct 75

Contract—NIE-C-400-75-0015

Note—7p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Community Involvement, Data Analysis, Data Collection, *Educational Objectives, *Guides, *Needs Assessment, *Program Development, Program Planning, *School Districts, Surveys

The steps involved in conducting a valid needs assessment are described and some problems to be avoided are discussed. Needs assessment begins with a set of educational goals. It is important that community opinion be obtained regarding the goals to ensure that they represent the interests of all involved in the educational process. Once the goals are established data can be gathered related to goal attainment in order to uncover discrepancies between desired conditions and the actual state of affairs. Two kinds of data should be used: "hard" data which includes measures such as test results, absentee rates, etc. and "soft" data which shows perceptions of people about the goals. The survey instrument should be designed to measure how important the goal is and the extent to which it is being achieved. Reconciling the differences between the respondent groups as to where the greatest needs lie is usually followed by establishing priorities, the first step in a total program-development cycle. Performance objectives are then developed for each identified need, providing a basis for planning new programs. After programs are implemented and evaluated, a reassessment of the original needs can take place to see how much progress is being made and whether new priorities are needed. This is the cycle of program development and evaluation that the original needs assessment sets into motion. (RC)

ED 117 189 TM 005 049

Eash, Maurice J. And Others

Evaluation of Instructional Materials. TM Report 45.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-45

Pub Date—Oct 75

Contract—NIE-C-400-75-0015

Note—12p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Content Analysis, Curriculum Design, *Evaluation, *Evaluation Methods, Information Dissemination, Instructional Design, *Instructional Materials, Open Education, Rating Scales

Identifiers—Individually Guided Education

This paper examines the evaluation of instructional materials from three viewpoints. First, an analytic system is described which has been found useful by practitioners and researchers for examining the instructional design of materials. This system can contribute to selection among competing materials and to improved use of materials in the teaching-learning process. It is suggested that instructional materials be examined for the quality and completeness of their instructional design and their compatability (fit) with the curriculum design of the school. Second, a broader system is described which holds promise of analyzing, developing, and maintaining a reference file on the thousands of instructional products now on the market. Schools would be able to retrieve from the reference file information on the particular instructional design constructs of materials. Third, the significance of materials evaluation in meeting the goals of two different curriculum designs is discussed. A selected analysis of the literature and the major emphases in materials evaluation is presented. (Author)

ED 117 190 TM 005 050

Severy, Lawrence J.

Application of the Experimental Method to Program Evaluation: Problems and Prospects. TM Report 47.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-47

Pub Date—Nov 75

Contract—NIE-C-400-75-0015

Note—38p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Formative Evaluation, Information Dissemination, Program Development, *Program Effectiveness, *Program Evaluation, *Research Design, *Research Methodology, Research Problems, *Scientific Methodology

The purpose of this paper is to: (1) discuss the reasons for applying the experimental method to program evaluation; (2) review the basic elements of the experimental method; (3) illustrate refinements and variants of the experimental method with examples from program evaluation in the social sciences; (4) describe ways in which funding directives can be adapted to the experimental method; and (5) discuss potential problems connected with the experimental approach. Thus, the intent is to present a comprehensive, but nontechnical, discussion of the issues surrounding program evaluation and the experimental method to help administrators, educators, graduate students, novice researchers, and program and project directors conceive of ways to effectively apply program evaluation to their own programs and other endeavors. (Author/RC)

ED 117 191 TM 005 051

Millman, Jason

Selecting Educational Researchers and Evaluators. TM Report 48.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-48

Pub Date—Dec 75

Contract—NIE-C-400-75-0015

Note—15p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Criteria, *Educational Researchers, *Evaluation Methods, *Job Skills, *Personnel Selection

Aimed at those individuals who are in a position to hire or promote educational researchers or evaluators, this paper provides some practical suggestions for assessing these personnel. Selection of a research or evaluation (R and E) firm is not treated separately from the task of hiring an individual; the quality of work done by a firm depends largely on the people who do the job. Much consideration should be given to specifying job descriptions and requirements. The value of R and E competencies depends upon the specific tasks expected to be performed. A synthesis of the efforts of a task force of the American Educational Research Association to identify educational R and E competencies grouped under 25 general tasks is included in the document. In an effort to identify a universe of evaluation competencies, Stufflebeam and Bunda produced approximately 250 items grouped under eight major categories. The categories and examples of corresponding self assessment items are also included. Several strategies for assessing whether an individual possesses the competencies needed for a specific job are considered. These include discussions of certification, formal training, testing, R and E output, bibliographic and academic characteristics, and membership in special professional associations and directories having more stringent entry requirements than presently exist. (RC)

ED 117 192 TM 005 052
Brown, Bob Burton Webb, Jeaninne N.
The Use of Classroom Observation Techniques in the Evaluation of Educational Programs. TM Report 49.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-49
Pub Date—Dec 75
Contract—NIE-C-400-75-0015
Note—17p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Classroom Observation Techniques, Classroom Research, Elementary Secondary Education, Evaluation Methods, *Program Evaluation, *Student Behavior, *Teacher Behavior

Systematic observations of classroom behavior of both teachers and pupils are effective measures of process in education. Until a few years ago, the classroom process–what actually does and does not happen as a result of instituting a new program–went unmeasured for want of tools and techniques to do that job. In this article, examples of observational systems are provided as well as suggestions for tailor-making your own observation items for the evaluation of highly unique programs. (Author/RC)

ED 117 193 TM 005 053
Warren, Jonathan R.
The Continuing Controversy over Grades. TM Report 51.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-51
Pub Date—Nov 75
Contract—NIE-C-400-75-0015
Note—13p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Criteria, *Grades (Scholastic), Higher Education, Reliability, *Student Evaluation, *Validity
Identifiers—Contract Grading, Criterion Referenced Grading, Grade Inflation

Although grades have been criticized for lack of reliability, end-of course grades and grade-point averages are reliable enough for most uses. The charge of unreliability applies only to grades on themes, tests, or other individual pieces of student work. On the other side of the controversy, grades have been said to be essential to the learning process because they provide for the evaluation of student performance. But performance is evaluated and its results reported to students independently of any grading system. The justification for grades must lie elsewhere. The critical issue in grading is the validity and usefulness of grades for the variety of purposes they are called on to serve–conveying information on student achievement, providing incentives for students to study, serving as selection criteria, providing material for administrative records, helping in the evaluation and monitoring of the instructional process, and assisting students in educational and occupational planning. Until better information is available on the effectiveness of grades with respect to these various functions, the continued trading of unsupported assertions about them will be fruitless. New approaches to grading, such as contract and criterion-referenced grading, do not change the basic issues. (Author/RC)

ED 117 194 TM 005 054
Coley, Richard J.
Student Evaluation of Teacher Effectiveness. TM Report 52.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-52
Pub Date—Sep 75
Contract—NIE-C-400-75-0015
Note—65p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Annotated Bibliographies, *Effective Teaching, Elementary Secondary Education, Higher Education
Identifiers—*Student Evaluation of Teacher Performance

This 163-item annotated bibliography was compiled to provide access to research and discussions of student evaluation of teacher effectiveness. It was not limited to any educational level nor confined to any specific curriculum area. Two data bases were searched by computer employing three groups of subject terms–evaluation terms, teacher and effective teaching terms, and student terms. A complete list of terms used is included in the appendix. The two data bases were ERIC, yielding documents announced in Resources in Education (RIE) and Current Index to Journals in Education (CIJE), and Psychological Abstracts, an index providing summaries of literature in psychology and related disciplines. ERIC was searched in February 1975 and the data base was complete through December 1974, collecting information for RIE since 1966 and CIJE since 1969. Psychological Abstracts was searched in March 1975 and the data base dates from 1967. A subject index consisting of ERIC descriptors and identifiers reflecting major emphasis is provided. (RC)

ED 117 195 TM 005 055
Porter, Deborah Elena
Criterion Referenced Testing: A Bibliography. TM Report 53.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington D.C.
Report No.—ERIC-TM53
Pub Date—Dec 75
Contract—NIE-C-400-75-0015
Note—45p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Bibliographies, *Criterion Referenced Tests, Elementary Secondary Education, Higher Education

Within the last decade a wealth of literature has appeared debating the merits, use, construction, and interpretation of criterion referenced tests. This is a bibliography of articles on a wide range of topics on criterion referenced testing subjects. Also included are articles on mastery and domain referenced testing. The articles cited were retrieved through searches of five data bases–ERIC, Psychological Abstracts, National Technical Information Service (NTIS), Exceptional Children, and Dissertation Abstracts. A subject index is included. (Author)

ED 117 196 TM 005 056
Gislason, Barbara Joan
School Readiness Testing: A Bibliography. TM Report 54.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-54
Pub Date—Dec 75
Contract—NIE-C-400-750015
Note—24p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Bibliographies, Early Childhood Education, Grade 1, Kindergarten, *Learning Readiness, *School Readiness Tests, *Student Testing

The determination of when a child is ready to enter kindergarten or first grade varies from school district to school district. Currently, many school systems are reevaluating their criteria for school entry. In some school systems, chronological age appears to be the sole criterion; in others, social and learning readiness are also primary considerations. Frequently, educators turn to various testing procedures in order to make an objective determination of readiness. The 113 entries contained in this bibliography, chosen after careful review of items retrieved from a computer search of five large data bases (ERIC, National Technical Information Service (NTIS), Psychological Abstracts, Exceptional Children, and Dissertation Abstracts), should facilitate this process. (Author/RC)

ED 117 197 TM 005 057
Joselyn, E. Gary
An Introduction to Standardized Testing for Teachers and Administrators.
Educational Records Bureau, Framingham, Mass.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-55
Pub Date—Sep 75
Contract—NIE-C-400-75-0015
Note—12p.
Available from—Educational Records Bureau, Framingham, Mass. ($2.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Personnel, Aptitude Tests, Elementary Secondary Education, *Guides, Norms, Scores, *Standardized Tests, Student Evaluation, *Teachers, Test Interpretation, Test Validity

Most problems with tests have to do with their use, misuse, or lack of use. Test scores can be of value to teachers who know how and how not to use them. The purpose of this booklet is to provide a brief overview of standardized testing and to explain some of the commonly used terminology. Topics discussed include: teacher-made and standardized tests, uses of standardized test results, types of standardized tests, test validity, scores and norms, derived scores (percentile ranks, grade equivalent, stanines), working with student profiles, and aptitude test scores. The bibliography is confined to a few readable sources which emphasize the understanding and use of tests in more detail. (RC)

ED 117 198 TM 005 058
Klitgaard, Robert E.
Looking for the Best: Identifying Exceptional Performers in Education and Elsewhere. TM Report 50.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-50
Pub Date—Dec 75
Contract—NIE-C-400-75-0015
Note—19p.; For related documents, see ED 085 402 and 409
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Data Analysis, *Demonstration Programs, *Educational Quality, *Identification, Mathematical Models, Multiple Regression Analysis, Program Effectiveness, *Program Evaluation, *Statistical Analysis
Identifiers—*Statistical Outliers

To the data analyst, outliers can present both a problem and an opportunity. Stray or outlying observations can severly distort estimates of a distribution's central tendency (like the mean) and estimates of one variable's relationship to another (like the regression coefficient). These problems are frequent and serious, and as a result, increasing numbers of statisticians are developing new estimating procedures that are robust in the face of outliers. But outliers may also present an opportunity. An unusual observation may indicate the existence of a process not operating in the rest of the distribution. In education, for example, an outlier may turn out to be an unusually effective school, perhaps one worthy of emulation throughout the educational system. Finding the best by locating outliers may be particularly important in the evaluation of public policies. Can one find exceptionally good police forces and study the causes for their success? What about outstanding rural development projects, exceptional hospitals, and unusally effective manpower training programs? Indeed, one may suggest a worthwhile general rule for policy evaluations: For exceptions to the general rules, include a search for unusual performers. (Author)

ED 117 199 TM 005 059

Sherman, Thomas M.

Formative Student Evaluation of Instruction. TM Report 46.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-46

Pub Date—Oct 75

Contract—NIE-C-400-75-0015

Note—15p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Effective Teaching, Elementary Secondary Education, Feedback, *Formative Evaluation

Identifiers—*Student Evaluation of Teacher Performance

Current practices and controversial issues pertaining to student evaluation of instruction are briefly reviewed and followed by a discussion of the application of formative evaluation to this endeavor. Two reasons are generally given for conducting teacher evaluations by students: identification of good teachers and instructional improvement. Summative evaluation appears to provide the identification but does not appear to improve instruction. The use of summative evaluation alone ignores the dynamic and process characteristics of teaching and makes teaching seem to be a static product which is unchanging and unidimensional. A formative approach appears best suited to provide information on improving instruction and should meet these three criteria: (1) it should be specific to a lesson, objective, or teaching behavior; (2) it should be conducted frequently; and (3) it should yield information which may foster the improvement of instruction during the teaching process. Such evaluation must be an integral part of the teaching process. In this way a closed feedback loop is created wherein information may be continually recycled. Formative evaluation should be embedded in a series of comprehensive and systematic procedures designed to evaluate instructional quality. Using formative evaluation by students effectively and in concert with other forms and sources of information should help teachers answer many questions about their teaching effectiveness and ultimately result in teaching improvement. (RC)

ED 132 182 TM 005 897

Wildemuth, Barbara M., Comp.

Cheating. An Annotated Bibliography.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Contract—400-76-0015

Note—39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Cheating, Elementary Secondary Education, Higher Education, Tests

This 89-item, annotated bibliography was compiled to provide access to research and discussions of cheating and, specifically, cheating on tests. It is not limited to any educational level, nor is it confined to any specific curriculum area. Two data bases were searched by computer, and a library search was conducted. A computer search of the Educational Resources Information Center (ERIC) data base yielded documents announced in Resources in Education and journal articles indexed in Current Index to Journals in Education which covers over 700 education-related journals. Also searched by computer was Psychological Abstracts, an index providing summaries of literature in psychology and related disciplines. Over 800 journals, technical reports, monographs, and other scientific documents are regularly covered. All data fields in both data bases were searched for any form of the term, cheat. The ERIC data base was searched in October 1976. ERIC began collecting information for RIE in 1966 and for CIJE in 1969. At the time of the search, the data base was complete through September 1976. Psychological Abstracts was searched in October 1976, and the data base dates from 1967. A subject index is provided. (Author/MV)

ED 135 840 TM 006 067

Kosecoff, Jacqueline And Others

A System for Describing and Evaluating Criterion-Referenced Tests.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-57

Pub Date—Dec 76

Contract—400-75-0015

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Criterion Referenced Tests, *Evaluation, *Evaluation Criteria, *Evaluation Methods, *Rating Scales

Identifiers—Criterion Referenced Test Description Evaluation

There are, at present, a number of tests that are labeled criterion referenced. These tests vary considerably in format, design, analysis, and function. In order to provide an efficient and objective procedure for describing, assessing, and comparing these measures, the Criterion Referenced Test Description and Evaluation (CRTDE) rating system was developed. This system incorporates general concern for the overall characteristics and usability of a CRT and a specific concern for the technical excellence with which the CRT was developed and analyzed. The CRTDE rating form is divided into eight parts. The first three pertain to overall CRT characteristics and usability: (1) marketing and packaging, (2) examinee appropriateness, and (3) administrative usability. The second five pertain to CRT technical excellence: (4) function and purpose, (5) objectives development, (6) item development, (7) methods of score interpretation, and (8) analysis and validation. In addition to an explanation of the rating system, this paper includes detailed instructions so that it can be used in a standardized and accurate way by school personnel, test-selection committees, researchers, and professional evaluators. (Author/RC)

ED 135 841 TM 006 068

Kosecoff, Jacqueline Fink, Arlene

The Appropriateness of Criterion-Referenced Tests for Evaluation Studies.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-60

Pub Date—Dec 76

Contract—400-75-0015

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Criteria, *Criterion Referenced Tests, Feasibility Studies, Program Effectiveness, *Program Evaluation, Test Construction, Testing Problems, *Test Reviews, Test Selection, Test Validity

Identifiers—*Large Scale Evaluation

This report represents the results of an investigation of the appropriateness of criterion-referenced tests (CRTS) for large-scale evaluations. First, the development and validation of CRTS, including the formulation and generation of CRT objectives, items, and score-interpretation schemes and dimensions of item and test quality, were examined to determine whether on theoretical grounds alone CRTS are suitable for large-scale evaluations. Second, the practical characteristics of CRTS were studied to determine if it is feasible to use currently available CRTS for large-scale evaluations. A set of criteria for selecting tests for evaluation purposes was devised and used to review 28 CRTS. A conclusion was reached that CRTS are not appropriate for use in large-scale evaluations for practical but not theoretical reasons. (Author)

ED 135 842 TM 006 069

Rasp, Alfred Jr.

Using Anchor Test Study Tables in State Assessment Programs.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-58

Pub Date—Dec 76

Contract—400-75-0015

Note—8p.; For the Anchor Test Study, see ED 092 601-634

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Assessment, Elementary Education, *Equated Scores, Grade 4, Grade5, Grade 6, *Norms, Raw Scores, Reading Achievement, *Reading Tests, Standardized Tests, *State Programs, Test Interpretation

Identifiers—*Anchor Test Study

This paper focuses on three topics. The first introduces the original Anchor Test Study conducted and reported by Educational Testing Service (ETS) from 1971 to 1974. This study, involving the testing of more than 300,000 children, produced raw score equivalency tables for eight commonly used reading tests and new individual and school-mean norms tables for grades 4, 5, and 6. The second part describes Washington State's 1973-74 use of the Anchor Test Study tables to conduct a reading assessment based on a statewide sample of sixth-grade students and 1974-75 efforts to develop computer programs to facilitate greater practical application of the original tables. The final section describes advantages shown by the Washington experience and presents suggestions aimed at maximizing the potential of the anchor approach to a state-level assessment of reading achievement. (Author/RC)

ED 138 645 TM 006 302

Law, Alexander I.

Evaluating Bilingual Programs. TM Report 61.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 77

Contract—400-75-0015

Note—8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, English (Second Language), *Evaluation Methods, Instructional Programs, Models, *Program Evaluation, Student Testing

Identifiers—Context Input Process Product Evaluation Model

This paper is directed to those who are undertaking evaluation of a bilingual program for the first time or who have already struggled with the mysteries of such an undertaking. Emphasis is given to the reporting requirements of the various federal and state funding agencies. The bilingual-bicultural program structure is defined so the evaluator can see the interplay of program prototypes, student language facilty, and instructional approach. The evaluation process is divided into an explication of evaluation models, evaluation design, and instrumentation. Examples of each of these process components are given. (Author)

ED 138 646 TM 006 303

Wildemuth, Barbara M., Comp.

Mastery Learning and Mastery Testing: An Annotated ERIC Bibliography.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Contract—400-75-0015

Note—65p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, *Mastery Learning, *Mastery Tests

This 136-item annotated bibliography on mastery learning and mastery testing is the result of a computer search of the ERIC data base in February 1977. All entries are listed alphabetically by author. An abstract or annotation is provided for each entry. A subject index is included reflecting the major emphasis of each citation. (RC)

ED 141 386 TM 006 317
Vollbrecht, Michele Touzeau, Comp.
Grade Equivalent Scores: An Annotated Bibliography.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—[77]
Contract—400-75-0015
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Grade Equivalent Scores, Instructional Program Divisions, Norm Referenced Tests, Norms, Performance

Resources in Education, the Current Index to Journals in Education, and Psychological Abstracts were computer searched in order to identify documents and journal articles which describe the derivation, use, and misuse of grade equivalent scores, those scores which reflect a student's performance in a test or battery of tests according to grade norms. Each of the 23 references is abstracted and a subject index is provided. (EVH)

ED 141 389 TM 006 333
Porter, Deborah Elena Wildemuth, Barbara
State Assessment and Testing Programs: An Annotated ERIC Bibliography. Volume I: General References. Volume II: Individual State Programs.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 76
Contract—400-75-0015
Note—85p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Educational Assessment, *State Programs, *Testing Programs, Test Results

There is a growing body of literature in the ERIC data base pertaining to state educational assessment and testing programs. Volume I of this bibliography includes abstracts of 39 documents and journal articles describing the design and implementation of programs, as well as the technical and political issues which have been addressed by the states. Volume II is a state-by-state annotated listing of 130 descriptive and technical reports issued by states which have had or now have testing or assessment programs. A subject index is provided for each volume. (EVH)

ED 141 410 TM 006 376
Dyer, Henry S.
The Interview as a Measuring Device in Education.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-56
Pub Date—Dec 76
Contract—400-75-0015
Note—17p.; Some parts may be marginally legible due to small print of the original document
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Education, *Educational Diagnosis, *Interviews, *Measurement Techniques, *Surveys
Identifiers—Diagnostic Interviews, Open Interviews, Standardized Interviews

The interview is conceptualized as a dyadic process the purpose of which is to obtain usable information either about the cognitive and noncognitive attributes of the person interviewed or about attributes of educational institutions with which the interviewee is associated. Interviews are seen as falling into two broad categories: standardized interviews and open interviews. The standardized type is further divided into two subcategories: the diagnostic type of interview and the survey type. The techniques involved in the several types of interviewing are adduced from a number of illustrative projects involving interviews conducted in various educational settings. The author suggests that there are five concepts that are basic to any form of measurement and that, insofar as the interviewing process incorporates these concepts, it qualifies as a measuring device. Generally speaking, the standardized type of interview tends to meet these criteria more readily than does the open type, but the latter is seen as more likely to uncover new dimensions to be measured. The practicality of both types of interviews is briefly assessed. (Author)

ED 141 412 TM 006 384
Harnischfeger, Annegret Wiley, David E.
The Decline of Achievement Test Scores: Evidence, Causes and Consequences.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-59
Pub Date—Feb 77
Contract—400-75-0015
Note—7p.; For related document, see ED 120 263.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Achievement Tests, *Educational Trends, Elementary Secondary Education, Standardized Tests, Testing Problems, *Test Results
Identifiers—*Test Score Decline

The results of an investigation of the evidences, causes, and consequences of the decline of achievement test scores are discussed. First, data from ten different standardized achievement test batteries were reviewed to determine whether or not achievement test scores actually have been declining since the mid sixties. Second, changes in the achievement tests and test takers were examined to determine if they could be judged as causes for the decline. Third, societal and school changes, especially those in curriculum, were examined as possible causes for the decline. Finally, the authors determined that there was no single cause of declining achievement test scores and that the assessment of causes was hampered by complex school and social factors. Suggestions for further action and a bibliography are included. (MV)

ED 142 583 TM 006 420
Vollbrecht, Michele Touzeau, Comp.
Evaluation of Alternative Schools: An Annotated ERIC Bibliography.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 77
Contract—400-75-0015
Note—39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Alternative Schools, *Annotated Bibliographies, *Educational Alternatives, Educational Programs, *Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Measurement Techniques, Open Education, Program Evaluation

Resources in Education and the Current Index to Journals in Education were computer searched to identify documents and journal articles which discussed various methods of evaluating the effectiveness of alternative schools and also presented such evaluation studies. The bibliography covers the evaluation of alternative schools at both the elementary and secondary levels. For the purposes of this bibliography alternative schools are defined as: schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student-initiated learning process, inquiry-discovery approach, and shared problem solving and decision making. Each of the 62 references is abstracted and a subject index is provided. (MV)

ED 142 584 TM 006 421
Wildemuth, Barbara M., Comp.
Research and Evaluation Studies from Large School Systems, 1976.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 77
Contract—400-75-0015
Note—82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Curriculum Evaluation, *Educational Programs, *Educational Research, Elementary Secondary Education, *Program Evaluation, Public School Systems, Research Projects, *School Districts
Identifiers—Canada, *United States

Resources in Education was computer searched in order to identify documents which reported evaluation research carried out by forty large school districts in the United States and Canada. The citations are grouped by the name of the reporting school district. Each of the 149 references is abstracted and a subject index is provided. (MV)

ED 150 188 TM 006 921
Wildemuth, Barbara M., Comp.
Minimal Competency Testing: Issues and Procedures. An Annotated Bibliography.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Pub Date—Jul 77
Note—20p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($2.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Annotated Bibliographies, *Basic Skills, *Equivalency Tests, *Graduation Requirements, *Performance Based Education, Secondary Education, State Programs, *Testing Problems, Testing Programs
Identifiers—*Minimal Competency Testing

Due to the current legislative trend toward competency-based education, and the accompanying minimal competency testing, a variety of local school districts and state education agencies are concurrently developing programs to meet the standards set by their state's legislation. This selective bibliography was compiled in order to aid those involved in such activities. It is based on computer searches of the Educational Resources Information Center, National Technical Information Service, Psychological Abstracts, Exceptional Child Education Abstracts, and Dissertation Abstracts. The 28 cited documents which were selected from those searches provide some examples of what has been done in this area, and some discussions of the problems and questions that must be faced. Each citation includes an abstract. (BW)

ED 151 423 TM 006 972
Hahn, Christine T., Comp.
Measuring Attitudes Toward Reading. An Annotated ERIC Bibliography.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 77
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adults, *Annotated Bibliographies, *Attitude Tests, Elementary School Students, Elementary Secondary Education, Measurement Techniques, Rating Scales, Reading, *Reading Habits, *Reading Interests, Reading Tests, Secondary School Students, *Student Attitudes, Student Motivation, Test Construction

This 30-item annotated bibliography provides access to information concerning the development and use of tests and procedures for evaluating student attitudes toward reading. Based upon a computer search of five data bases–Educational Resources Information Center (ERIC), Psychological Abstracts, Exceptional Child Education Abstracts, Sociological Abstracts, and Comprehensive Dissertation Abstracts–it cites research reports, journal articles, dissertations, and tests published from 1961 to 1976. Reports describing the measurement of attitudes of elementary and secondary school students and of adults are cited. A subject index using ERIC index terms is included. (CP)

ED 151 424 TM 006 975
Wildemuth, Barbara M., Comp. Eichinger, Debra S., Comp.
Program Evaluation in the Arts. An Annotated Bibliography.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 77
Note—42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Aesthetic Education, *Annotated Bibliographies, *Art Education, Curriculum Evaluation, *Dance, *Drama, Elementary Secondary Education, Evaluation Methods, Fine Arts, Instructional Programs, *Music Education, *Program Evaluation, Theater Arts, Visual Arts

This 56-item annotated bibliography gives teachers and administrators access to information on the evaluation of school fine arts programs. Based upon a computer search of the Educational Resources Information Center (ERIC) data base, it cites project reports, journal articles, and dissertations published from 1963 to 1976. Citations of elementary and secondary school programs are included. The first section includes general discussions and those reports which concern several of the arts; separate sections for the visual arts, dance, drama, and music follow. A subject index using ERIC index terms is provided. (CP)

ED 152 802 TM 006 962
Backer, Thomas E.
A Directory of Information on Tests. TM Report 62.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, Data Bases, Elementary Secondary Education, *Evaluation Methods, Higher Education, *Information Sources, *Information Systems, Measurement Techniques, Preschool Education, Reference Materials, *Search Strategies, Test Reviews, *Tests

This monograph provides a directory of publications and information systems that may be useful in the search for test-related information. Some strategies for conducting an information search are also included. There are three main sections in this monograph: Print Publications, which includes books and journal articles; Test Information Systems, which describes the small number of projects and systems specifically related to psychological testing information; and Supplementary Sources, which lists other reference works and information systems which may be relevant. The brief section on information searching strategies, describes methods for evaluating the accuracy and the quality of the information retrieved (and thus of the test instrument itself). The index contains listings of printed works, information systems, and supplementary sources (indexes and reviews). (Author/MV)

ED 152 803 TM 006 963
Hahn, Christine T.
Domain Referenced Testing. An Annotated ERIC Bibliography.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 77
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Achievement Tests, *Annotated Bibliographies, *Criterion Referenced Tests, Educational Objectives, Elementary Secondary Education, Higher Education, Item Analysis, *Literature Reviews, Norm Referenced Tests, *Test Construction, Test Reviews
Identifiers—*Domain Referenced Tests

This 32-item bibliography was compiled to provide access to research and discussions of domain referenced testing. It is not limited to any educational level, nor is it confined to any specific curriculum area. Five data bases were searched by computer. A computer search of the Educational Resources Information Center (ERIC) data base yielded documents announced in Resources in Education and journal articles indexed in Current Index to Journals in Education. Also searched by computer were Psychological Abstracts, Exceptional Child Education Abstracts, Sociological Abstracts, and Comprehensive Dissertation Abstracts. A subject index is provided. (Author/MV)

ED 152 813 TM 006 976
Smith, Jeffrey K.
Perspectives on Mastery Learning & Mastery Testing. ERIC/TM Report 63.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-63
Pub Date—77
Note—29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Achievement, Cutting Scores, Early Childhood Education, Educational Strategies, Elementary Secondary Education, *Group Instruction, *Literature Reviews, *Mastery Learning, *Mastery Tests, Post Secondary Education, *Teaching Methods, Test Interpretation

Mastery learning is described as a system for providing a unit-by-unit sequence, and arranging that each unit be successfully mastered by each student before they begin the next unit. This process requires mastery tests to control the rate of student progress. The proper setting of score levels to represent mastery is a difficult task. The claim is made that, although group-based mastery learning may often delay the progress of the faster students at first, eventually the general result tends to be more efficient for learning for all students as compared to other group instructional processes. Bibliographical references are appended. (Author/CTM)

ED 152 859 TM 007 218
Rose, Clare Nyre, Glenn F.
The Practice of Evaluation. ERIC/TM Report 65.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-65
Pub Date—Dec 77
Note—95p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541 ($5.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Bibliographic Citations, *Case Studies, *Curriculum Evaluation, Early Childhood Education, Elementary Secondary Education, Evaluation, *Evaluation Methods, Evaluators, Higher Education, *Models, *Needs Assessment, *Program Evaluation, Research Design, Research Methodology, Research Utilization, State of the Art Reviews, Theories
Identifiers—Information Analysis Products

The first half of this monograph provides an overview of the theoretical concerns of evaluators. Definitions are provided of accountability, measurement, assessment, evaluation research, formative and summative evaluation, goal-free evaluation, goal-based evaluation, and evaluation. Several models of evaluation are described and discussed, including the Countenance Model, by Robert Stake; several Goal Attainment Models; the Discrepancy Model by Malcolm Provus; the CIPP (context, input, process, product) Model by Egon Guba and Daniel Stufflebeam; and the decision-oriented model developed at UCLA's Center for the Study of Evaluation by Marvin Alkin. Scriven's Modus Operandi Method and the Adversary Approach to evaluation are also discussed. The chapter on evaluation designs describes experimental designs, quasi-experimental designs, and process evaluation. Holistic evaluation and Transactional Evaluation are presented as integrated approaches to program evaluation. The second half of this monograph presents several case studies. They include evaluations of an equal educational opportunity program in the California Community Colleges, Project Head Start, a professional school curriculum, and public school curriculum; and needs assessments of a professional school and a faculty development program. The final chapter deals with the utilization of the results of an evaluation. A list of 112 bibliographical references is appended. (BW)

ED 152 860 TM 007 219
Wildemuth, Barbara M., Comp.
Test Anxiety: An Extensive Bibliography. TM Report 64.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-64
Pub Date—Dec 77
Note—114p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541 ($6.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, *Annotated Bibliographies, *Anxiety, College Students, Elementary School Students, Elementary Secondary Education, *Failure Factors, Feedback, Higher Education, Intelligence Tests, Low Achievement Factors, Measurement Techniques, Motivation, Performance Factors, Psychological Tests, Secondary School Students, Sex Differences, *Stress Variables, *Testing, *Testing Problems, Test Reviews, Test Validity
Identifiers—Information Analysis Products, *Test Anxiety

A large amount of research has been done in the past few decades to pinpoint the effects of test anxiety on the performance of those taking tests. Much of that research is listed in this bibliograpny, which originated with a computer search of the Educational Resources Information Center (ERIC) data base, Psychological Abstracts, Comprehensive Dissertation Abstracts, Sociological Abstracts, Exceptional Child Education Abstracts, and the National Technical Information Service data base. The bibliography is organized in two sections; the first includes the most recent citations, each with an abstract of the research. The second section lists only the citations for work that was done before 1970. Both sections are indexed with ERIC descriptors. An appendix lists and describes several of the more commonly used measures of test anxiety. Relevant citations for each test are also included. (BW)

UD

ED 107 732 UD 015 000
Jayatilleke, Raja
Human Relations in the Classroom: An Annotated Bibliography. Supplement 4. ERIC-CUE Urban Disadvantaged Series, Number 41.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 75
Contract—NE-C-400-75-0008
Note—58p.; For earlier bibliographies, see ED 051 315, 064 417, 079 437, and 102 226
Available from—Institute of Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Annotated Bibliographies, Black Studies, Changing Attitudes, Classroom Environment, Cultural Differences, Curriculum Development, Ethnic Studies, *Human Relations, Mexican Americans, Puerto Ricans, *Race Relations, Spanish Speaking, *Student Attitudes, *Teacher Attitudes

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315); it includes documents announced in the 1974 issues of "Research in Education" and journal articles cited in the 1974 issues of "Current Index to Journals in Education," and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: activism, African American studies, American Indians, aspiration, changing attitudes, classroom environment, cross cultural training, cultural differences, curriculum development, ethnic groups, human relations, interpersonal relationships, motivation, music education, Negro attitudes, self-concept, Puerto Ricans, Mexican Americans, student needs and characteristics, social influences; student attitudes, student teacher relationships, teacher attitudes, teacher education and institutes, and testing. Citations for documents are each followed by an annotation edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. In this fourth annual supplement, lengthy document abstracts have once again been dropped in favor of brief annotations, supplemented by appropriate subject headings. (Author/JM)

ED 109 266 UD 014 775
Jablonsky, Adelaide, Comp.
Special Programs and Their Effects on Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 75
Contract—NE-C-400-75-0008
Note—130p.; ERIC-CUE Doctoral Research Series, Number 9, July 1975
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($2.50, paper)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Academic Achievement, *Annotated Bibliographies, Community Influence, *Doctoral Theses, Early Childhood Education, Family Influence, *Minority Group Children, *Program Evaluation, Psychological Studies, Racial Differ-

ences, *Special Programs, Student Attitudes, Teaching Methods

This annotated bibliography is the ninth in the Doctoral Research Series. It encompasses doctoral research on special programs and their effects on minority children and youth reported in "Dissertation Abstracts International" from 1965 through June 1973. The citations are arranged in the following categories: early childhood (Head Start, Follow Through, other preschool and primary programs), family and community influence (the achievement of students, other studies), school achievement, and other studies. Within each category, the abstracts are presented in order of year of completion. The abstracts have also been cross-referenced in a subject index, and author and institution indexes are provided. (JM)

ED 109 294 UD 015 362

Grannis, Joseph C.

Going Beyond Labels: The Significance of Social Class and Ethnicity for Education. Equal Opportunity Review, July 1975.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Note—7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Academic Achievement, Educational Research, *Ethnic Groups, Minority Groups, Parent Influence, *Predictive Validity, Predictor Variables, Psychological Studies, *Racial Discrimination, Research Needs, Research Problems, *Social Class, Social Discrimination, Socioeconomic Status, Values

Using either an individuals' socioeconomic or ethnic status to predict his prospects for academic achievement or future employment is considered likely to be inaccurate and perhaps even immoral. The action implications of present socioeconomic and ethnic patterns of goal attainment are said to be in dispute. In order to contemplate the value of different actions, it is held necessary to get past the labels "middle class" and "lower class", "black," "white," "nonwhite," and so on, to specific causal processes; it must first be recognized how labeling is itself one of the crucial processes involved in the relationship of social class and ethnicity to goal attainment. Several themes of current research are said to suggest the value of going beyond labels. For instance, a child born into a family without the characteristics associated with its socioeconomic or ethnic category has a different prospect for goal attainment from that of the typical child of that category, provided that child has not been categorized in a way that blocks this prospect. The processes associated with lower status groups are not considered necessarily of an inferior type. It is asserted that, given that social processes reinforce on another, only the most fundamental social intervention could be expected to alter seriously the life prospects of the typical individual of a given group in American society today. (Author/JM)

ED 109 295 UD 015 363

Mills, Nicolaus

Public Schools and the New Segregation Struggle. Equal Opportunity Review, August 1975.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Note—5p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—After School Activities, *Cocurricular Activities, *Discipline Policy, Expulsion, Legal Problems, Minority Group Children, Northern Schools, *Public Schools, *Racial Discrimination, School Integration, Southern Schools, *Student Grouping, Suspension

This report argues that the struggle for racial justice in the public schools is taking on a new focus; that the issues have now become the treatment of minority students within "desegregated" systems and the use of suspensions, tracking, and unofficial exclusion to discriminate against these students. In no other area than that of suspensions has it been considered so easy for principals and teachers to take advantage of ambiguity in school rules and discriminate against minority children. Data from a Children's Defense Fund survey are said to show that, at the high school level, black students are suspended three times as often as white students, and Puerto Rican students, twice as often. Indefinite suspension, it is stated, is not the only way of forcing blacks out of the regular school system. An equally effective tactic is to place a suspended student in a "special" school within the system. Many school systems group students on the basis of standardized tests (often given during early elementary school) or teacher evaluations of academic performance, thus separating black and white students. It is noted that unofficial exclusion is the process by which school officials manage to keep non-white students out of "white" activities. For school officials anxious to combat this situation, any number of practical measures are held to be available. (Author/JM)

ED 110 585 UD 015 415

Jablonsky, Adelaide, Comp.

School Desegregation and Organization: An Annotated Bibliography of Doctoral Dissertations.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—400-75-0008

Note—193p.; ERIC-CUE Doctoral Research Series, Number 10, July 1975

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N. Y. 10027 ($2.50, paper)

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

Descriptors—Abstracts, *Annotated Bibliographies, Community Involvement, Court Litigation, *Doctoral Theses, Educational Finance, Parent Influence, Private Schools, Research, *School Integration, *School Organization, School Segregation, Student Attitudes, Teacher Attitudes

One hundred and twenty-eight documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on School Desegregation and Organization. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International dating from 1965 through 1973. The topics covered under Desegregation include the Courts and the Law, Impact on Staff, Impact on Students, Impact on Schools, and Impact on Parents and Community. Community and Culture, Finance, Evaluation, Staff, School Climate, History and the Law, and Private Schools subdivide the School Organization area. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutions indexes are also provided. (AM)

ED 110 586 UD 015 416

Bobson, Sarah, Comp.

The Education of Puerto Ricans on the Mainland: An Annotated Bibliography.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—400-75-0008

Note—90p.; ERIC-CUE Urban Disadvantaged Series, Number 42, July 1975

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($2.50, paper)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bilingual Education, Compensatory Education, *Educationally Disadvantaged, English (Second Language), *Ethnic Groups, Latin American Culture, Migrants, *Puerto Rican Culture, *Puerto Ricans, Race Relations, Social Characteristics

Responding to the special educational needs presented by an increasing number of Puerto Ricans residing in the U.S. mainland, this ERIC Clearinghouse on Urban Education annotated bibliography covers a span of 442 documents directed to educators concerned with meeting the critical pedagogical needs of children and youth from this ethnic minority. Seven sections, whose assigned titles adequately convey their individual contents, comprise the body of the bibliography. The sections are as follows: General Information, Historical Perspective/Background Information on Puerto Rico, Inservice Education/Inservice Workshops, Puerto Ricans and the Schools, Sociological Analysis, Spanish Language Texts, and Bibliographies. The sections on (1) Puerto Ricans and the Schools, and (II) Sociological Analysis are further divided into subsections; the former delimits the topic into General Information, Bilingualism/Bilingual Education Programs/TESL, Reading Instructions, Compensatory Education, Ethnic Studies, Curriculum Guides/Resource Units, and Counseling and Personnel Services, while the latter subdivides its area into General Information, Socioeconomic Status, Census Reports, Racism/Race Relations, Rural Populations Migrants, and Politics/Political Activism. (AM)

ED 110 587 UD 015 436

Jablonsky, Adelaide, Comp.

Curriculum and Instruction for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. ERIC/CUE Doctoral Research Series No. 12.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Note—120p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50, paper)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors—Abstracts, *Annotated Bibliographies, Art, Black Studies, *Curriculum, Curriculum Research, *Doctoral Theses, Drama, Ethnic Groups, Ethnic Studies, Health, *Instruction, Instructional Materials, Language, Mathematics, *Minority Groups, Music, Physical Education, Recreation, Research, Sciences, Social Studies, Tutoring, Vocational Education

Seventy-nine documents comprise this ERIC-CUE comprehensive annotated bibliography. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International dating from 1965 through 1973. The topics covered include Social Studies; Black Studies; Mathematics; Science; Vocational Education; Music; Art, Drama; Health, Physical Education, and Recreation; Foreign Languages; Tutoring and Individualized Instruction; and Other Curriculums. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutional indexes are also provided. (AM)

ED 110 588 UD 015 437

Rebell, Michael A.

Legal Rights and Remedies of High School Dropouts and Potential Dropouts. Urban Disadvantaged Series, No. 44.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-400-74-0008

Note—61p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, New York, New York 10027 ($2.50, paper)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors—Boards of Education, Civil Rights, Court Litigation, Dropout Problems, Dropout Programs, *Dropouts, *Equal Education, *Equal Protection, *Legal Aid, Legal Problems, *Legal Responsibility, Potential Dropouts, Student Rights

Identifiers—New York City Board of Education

This paper on the legal rights and remedies of high school dropouts and potential dropouts is a study of the plight of the substantial number of students who drop out of the New York public school system before considering high school graduation. Further, it questions the availability of legal rights to students and parents. Three sections constitute the document: (1) an introduction discussing the nature and magnitude of the problems; (2) an analysis of the manner in which the Board of Education violates New York State laws by failing to provide adequate staff for attendance services, employment certificate procedures, auxiliary schools or dropout referral programs, and suspension and exemption procedures; and (3) an examination of the constitutional right to a suitable education for all educationally deprived students. The latter section is analyzed in terms of a number of recent legal cases concerning handicapped children, non-English speaking students, and State institution patients, which cases are said to establish precedents for asserting a right to a meaningful educational opportunity. A discussion of what are labeled as manageable standards for effectuating judicial relief, considered under the specific headings of equal resources, bona fide efforts to provide suitable education, and attainment of minimum education standards, is included in the summary. (Author/AM)

ED 110 589 UD 015 438

Jablonsky, Adelaide, Comp.

Social and Psychological Studies of Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. Doctoral Research Series, No. 11.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Contract—NE-C-400-75-0008
Note—253p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, New York, New York 10027 ($2.50, paper)
EDRS Price MF-$0.76 HC-$13.32 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, Behavior Theories, Bias, Community Attitudes, *Doctoral Theses, Elementary Grades, Family (Sociological Unit), Locus of Control, *Minority Group Children, Motivation, Preschool Children, Primary Grades, Psychological Studies, Race Relations, Reinforcement, Rewards, Secondary Grades, Self Concept, Testing, Tests, *Youth Problems
Identifiers—Personal Problems

One hundred and eighty-two documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on social and psychological studies of minority children and youth. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International, dating from 1965 through 1973. The topics include psychological theories, tests and testing, race and prejudice, incentives, rewards and reinforcement, families and community attitudes and behavior, personality, self concept (preschool, primary, elementary, secondary,), locus of control, and personal problems. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutional indexes are also provided. (AM)

ED 110 593 UD 015 442

Jablonsky, Adelaide, Comp.

Reading and Language Arts Curriculum for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. Doctoral Research Series No. 13.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Contract—NE-C-400-75-008
Note—148p.
Available from—Institute for Urban and Minority Education, Box 40, Teacher's College, New York, New York 10024 ($2.50 paper)
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, Bilingual Students, Black Dialects, Black Literature, Child Language, Curriculum, *Doctoral Theses, Elementary Education, *Language Arts, Language Instruction, *Minority Groups, Preschool Children, *Reading Ability, Secondary Education
Identifiers—Black English, Black Language Arts

One hundred and nineteen documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on reading and language arts curriculum for minority groups. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International, dating from 1965 through 1973. The topical areas included are: reading (preschool, elementary, and secondary), language of children, teaching of language arts, bilingual students and programs, language arts books, black dialect, black English, and black literature. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutional indexes are also provided. (AM)

ED 110 594 UD 015 500

Jayatilleke, Raja

The Education of Asian Americans: A Bibliography. Urban Disadvantaged Series, No. 43.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Contract—NE-C-400-74-0008
Note—54p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, New York, New York 10027 ($2.50, paper)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, *Asian Americans, Bilingual Education, Chinese Americans, *Educational Problems, *Educational Status Comparison, Ethnic Groups, Family Background, Filipino Americans, Hawaiians, Indochinese, Japanese Americans, Korean Americans, Migration, Minority Groups
Identifiers—Burmese Americans, Cambodian Americans, Hawaiians, Indonesian Americans, Malayan Americans, Samoan Americans

This partially annotated bibliography on the education of Asian Americans is said to serve the purpose of contributing to the understanding of a mostly heterogeneous population that includes subgroups such as Filipinos, Chinese, Japanese, Koreans, East Indians, Vietnamese, Indonesians, and others. Documents on these Asian American ethnic groups and their education were identified by means of a computer search of the ERIC data base through 1974 and a manual search of items from January 1975 through July 1975. Brief annotations accompany documents drawn from this source. Most of the other references were said to be found in journals, books, documents, and reports not in the ERIC system, and are unannotated. The 396 items are arranged in alphabetical order by author, editor, compiler, or institutional source, and cover such areas as educational status, bilingual education, the effects of family life, effects of migration, adjustment problems, race relations, and personality characteristics. A subject index to the citations is included. (Author/AM)

ED 111 908 UD 015 459

Mann, Dale

Ten Years of Decentralization: A Review of the Involvement of Urban Communities in School Decision-Making.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; Educational Testing Service, Princeton, N.J.
Pub Date—75
Note—21p.; IRCD Bulletin, Vol. 10, No. 3, Summer 1975
Available from—Institute for Urban and Minority Education, Teachers College, Columbia University, New York, N.Y. 10027 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Academic Achievement, Community Control, *Community Involvement, Community Support, *Decentralization, *Decision Making, Democratic Values, Parent Participation, Politics, School Community Relationship, School District Autonomy, School Involvement, Student Participation, Student School Relationship, *Urban Areas
Identifiers—Institutional Responsiveness

This document reviews the consequences of urban community involvement in school decision making. Areas concerning educational decisions, shared as goals by lay communities and school people, are considered to be: institutional responsiveness, affective and material community support to schools, educational achievement, and the democratic principle (said to express the norm in this society that people affected by public institutions should participate in their governance). Four paths through which involvement may affect educational achievement (believed to be the most important shared goal) are cited: existing evidence to support the paths of parent self-efficacy; institutional/child congruence; community support; and, student self-efficacy. Speculations about needed additional research are also made. (Author/AM)

ED 114 445 UD 015 489

Bikshapathi, Adepu, Comp.

Health and the Urban Poor: A Bibliography.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Contract—NE-C-400-75-0008
Note—62p.; ERIC-CUE Urban Disadvantaged Series, Number 45, August 1975
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, New York, N.Y. 10027 ($2.50, paper)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Asian Americans, *Bibliographies, Community Health, *Disadvantaged Youth, Ethnic Groups, Growth Patterns, Health Conditions, Health Education, Health Services, Learning Disabilities, Mexican Americans, *Minority Group Children, Negroes, Neurological Organization, Physical Fitness, Physiology, Poverty Research, Puerto Ricans, Recreation, Spanish Americans, *Special Health Problems, *Urban Areas

Five hundred and twenty six journal articles, monographs, books and reports dating from 1970 to 1974 comprise this bibliography on issues relating to and attempted solutions of the health problems of minority urban youth. Documents are classified under the following headings: health problems and behavior of ethnic and racial minority groups, health problems related to growth and development, health and environment, learning disabilities, school and community health delivery systems, services and policies, school and community health care personnel, educating health consumers, physical fitness, and recreation and health. The following observations are made: (1) societal health problems can often be identified early in a person's life; (2) school is a critical factor and force in prevention of and treatment of health problems; (3) school personnel are not adequately trained to deal with health problems, and health workers in the community are not aware of health problems and programs in the schools; and, (4) ethnic minority children are most vulnerable to health problems and least likely to receive remediable services. (Author/AM)

ED 117 257 UD 015 658

Blackman, Julie

Voucher Schools: Who Participates? ERIC-CUE Urban Disadvantaged Series, Number 46, August 1975.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Contract—NIE-C-400-75-0008
Note—71p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College - Columbia University, New York, New York 10027 ($2.50, paper)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Educational Alternatives, Educational Change, *Educational Experiments, Educational Improvement, *Educational Innovation, Educationally Disadvantaged, Educational Opportunities, Education Vouchers, *Equal Education, *Parent Participation, School Community Cooperation, School Improvement, School Involvement, School Organization, School Role, School Systems, Socioeconomic Status
Identifiers—*California (Alum Rock)

A brief review of a school system in Alum Rock, California that uses the voucher, this paper focuses on an educational strategy intended to maximize the school's responsiveness to the expressed needs of the parents. The ideas and values underlying the development of the voucher school, the problems of operationalization, as these are said to influence the measures used in the research cited, are discussed. The paper also deals with (1) some of the Alum Rock data on rates of parental participation, where the indices of participation include both school and non-school context and rely on both attitudinal and reported behavioral measures of participation; and (2) some correlates of parental participation such as education, ethnicity, income, and occupation in the voucher schools, drawing inferences about the implications of these varying rates of participation on the educational processes shaped by the voucher school system. The pattern of findings is said to be interpretable in terms of social class differences, parental participation being of key importance in the voucher school plan. The intentions of the planners of the voucher school system are considered not to have been fulfilled in the Alum Rock school system by the time of its first evaluation. (Author/AM)

ED 120 269 UD 015 760
Harrington, Charles C.
A Psychological Anthropologist's View of Ethnicity and Schooling.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Note—13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Academic Achievement, Academic Failure, American Indians, Cultural Awareness, Cultural Background, Cultural Context, Cultural Differences, Cultural Pluralism, Cultural Traits, Dominicans, *Ethnic Groups, Ethnic Studies, Mexican Americans, Minority Group Children, *Minority Groups, Negroes, *School Role, Social Structure, Spanish Speaking
Identifiers—New York (New York), *Psychological Anthropology

This paper reviews some significant research on ethnic variables as they relate to the process of schooling such as ethnicity and performance. Particular ethnic groups such as Spanish speaking subgroups in New York City, Mexican Americans, blacks, and American Indians are then discussed in order to provide a body of information as well as to suggest a number of unresolved theoretical and practical problems in understanding cultural pluralism. The importance of recognizing the possibility of different educational values among various ethnic groups and the ways in which particular ethnic groups evaluate competent performance is stressed and specifically illustrated using the Spanish speaking minorities in New York City. A review of the research on factors affecting school performance of Mexican Americans indicates a failure to recognize correctly the cultural differences that exist between this and the Anglo culture. The section on blacks reviews some of the seminal works conceptualizing black culture which have a profound effect on how we view black culture in its complex relationship to the larger white culture while the discussion on American Indians focuses on the acculturation difficulties unique to these people. The section on cultural pluralism discusses the ways in which a particular group can have a repertoire of behavior and the kinds of educational interventions that the society must provide in order to educate a multiethnic school population. (Author/AM)

ED 120 275 UD 015 773
Grove, Cornelius Lee
Non-verbal Behavior Cross-Cultural Context, and the Urban Classroom Teacher.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 76
Note—7p.
Journal Cit—Equal Opportunity Review; P1-6 Feb 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Body Language, *Classroom Communication, *Communication Problems, Communication Skills, *Cross Cultural Studies, Cultural Differences, Culture Conflict, Ethnic Groups, Minority Group Children, *Minority Group Teachers, *Nonverbal Communication, Sociocultural Patterns, Teacher Responsibility, Teacher Role, Urban Schools, Verbal Communication

The anthropologist sees specific human non-verbal behavior as the medium through which relationships are maintained, regulated, and guided within culturally prescribed patterns. The spoken language, the use of space, eye-contact, smiling, and the use of the hand constitute unique patterns of behavior that are culturally specific and have wide variations cross-culturally. Cross cultural interferences in communication are largely the result of mistaken assignment of meaning. Some of the most perplexing cross cultural misunderstandings can occur when two people's patterns exhibit highly overt similarity and in fact have a significant number of identical forms and associated meanings, yet differ on more subtle levels. Included in the educational implications of cross cultural non-verbal problems is the level of detail that is required for the study of children from distinct cultures in different contexts. When considering what can be done for the urban classroom teacher, some of the answers may lie in equipping them with knowledge about the children's culture and with empathy. It is also important that teachers attempt to make up for gaps in knowledge by developing an open sensitive mind that actively impedes the formation of ethnocentric value judgments. (Author/AM)

ED 123 331 UD 016 047
Gordon, Edmund W. Fahrer, Kimberly
Equal Opportunity in Higher Education. The Current State of the Art and Recommendations for Change [and] A Review of the Studies of the Programs.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; Educational Testing Service, Princeton, N.J.
Pub Date—76
Note—17p.; First paper based on speech delivered at the Conference on Higher Education Opportunity Programs (Syracuse, New York, April 15, 1975); Second paper exerpted from ED 114 028
Available from—Institute for Urban and Minority Education, Teachers College, Columbia University, New York, New York 10027 ($1.00)
Journal Cit—IRCD Bulletin; v11 n1 p1-15 Winter 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, Change Agents, Change Strategies, *Compensatory Education Programs, Curriculum Planning, Educationally Disadvantaged, Educational Policy, Failure Factors, Financial Policy, Financial Support, *Higher Education, Low Income Groups, Minority Groups, *Policy Formation, *Program Descriptions, *Program Effectiveness, Program Evaluation, Public Policy, Social Change, Success Factors

These two articles focus on opportunity programs in higher education, the first of which notes that the state of the art of designing and delivering these programs is confused, contradictory, and yet encouraging. Positive and negative research findings and program variation contributes to the confused state of the art. Another problem concerns the indicators used to define the target population. These may be insufficiently sensitive to either plan adequately for educational experiences or to evaluate program effectiveness. The status of the programs is contradictory in part because the roles and purposes of the institutions in which they exist are contradictory. Overall, effects of programs is positive, even if limitedly so. When adequately supported and implemented, college completion rate is high and attrition low. Among recommendations for change include the following: the establishment of free or low cost continuing post secondary education, development of improved diagnostic assessment technology, and matching of student characteristics to institutional capabilities. A review of the studies of the program is provided in the second article, which notes that policy changes have occurred in three broad areas in the structure of higher education: admissions/recruitment, financial aid, and curriculum. The practical responses to the necessity for change in these areas are then discussed as well as the theoretical issues involved. (Author/AM)

ED 128 492 UD 016 259
Fahrer, Kimberly, Comp. Vivolo, Robert, Comp.
ERIC References on Urban and Minority Education. Equal Opportunity Review, July 1976.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 76
Contract—400-75-0008
Note—13p.; For related bibliography of doctoral dissertations, see UD 016 260
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Bibliographies, Bilingual Education, Educational Change, Educational Discrimination, Educational Opportunities, Educational Problems, Educational Researchers, *Educational Resources, *Elementary Secondary Education, Ethnic Groups, *Minority Groups, *Reference Materials, Resource Materials, Special Education, *Urban Education

Two hundred and twenty-four items comprise this guide to the literature on urban and minority education which is not easily accessible to educational researchers, decision makers, and practitioners. It brings together significant works in this area which appear in the January 1975 through April 1976 issues of Resources in Education (the abstract journal of the ERIC document data base). The references all bear a 1975 publication data. "ED" identification numbers are included at the end of each citation, where appropriate. A subject index by citation number and a statement on the availability of the cited materials follow the bibliography. (Author/AM)

ED 128 493 UD 016 260
Fahrer, Kimberly, Comp. Vivolo, Robert, Comp.
Doctoral Dissertations on Urban and Minority Education. Equal Opportunity Review, August 1976.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 76
Contract—400-75-0008
Note—11p.; For related bibliography of unpublished reports, see UD 016 259
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Bibliographies, Bilingual Education, *Doctoral Theses, Educational Change, Educational Discrimination, Educational Opportunities, Educational Problems, Educational Researchers, Educational Resources, *Elementary Secondary Education, Ethnic Groups, *Minority Groups, *Reference Materials, Resource Materials, Special Education, *Urban Education

Two hundred and forty-five entries comprise this bibliography on doctoral dissertations on urban and minority education. This document is a guide to the literature on urban and minority education which is not easily accessible to educational researchers, decision makers, and practitioners. It brings together significant works in this area which appear in the January 1975 through May 1976 issues of Dissertation Abstracts International (the abstract journal of the University Microfilms doctoral dissertation data base). University Microfilms order numbers are included at the end of the citations, where appropriate. A subject index by citation number and a statement on the availability of the cited materials are included on a separate page. (Author/AM)

ED 128 504 UD 016 271
John-Steiner, Vera Cooper, Elizabeth
Recent trends in Bilingual Education.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Pub Date—Aug 76
Note—30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Biculturalism, *Bilingual Education, Bilingual Students, *Compensatory Education, Cultural Education, Curriculum Development, Educational Assessment, Educational Change, *Educational Development, Handicap Detection, Handicapped Children, Language Tests, Parent Participation, *Program Development, Supreme Court Litigation

During the last decade, bilingual programs have increased dramatically in number and scope; but there are still many problems to be resolved in implementing cultural pluralism. The definition of who is bilingual is an important issue. Bilingual programs currently in existence vary between the widely used transitional model (where instruction is conducted in both languages for the first three years schooling, but in the third year instructors make the transition to a sole reliance on English as the teaching language) and reciprocal bilingualism, where children of the mainstream are exposed to instruction in two languages in their early years. The large majority of programs currently in existence lack effective parental participation. New approaches to assessing language proficiency are now being developed. Established programs are now pioneering in the development of culturally relevant and interesting materials; a national network of Materials Development and Resources Centers is in service. The trend in current evaluative efforts in bilingual education is in the direction of a narrower set of objectives, for a uniform and standardized assessment of outcomes is now required for federally funded programs. (Author/JM)

ED 128 514 UD 016 284
Gordon, Edmund W.
Toward an Understanding of Educational Equity.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 76
Note—5p.; Excerpt from paper submitted to the NIE Educational Equity Group, "Programmatic Conceptualization and Mission Statement," Draft No. 5, January 23, 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Conceptual Schemes, Cultural Awareness, *Cultural Differences, *Cultural Pluralism, *Definitions, Democratic Values, Educational Needs, Educational Policy, *Equal Education, Ethnic Groups, Individual Characteristics, *Individual Differences, Learning Characteristics, Minority Groups, Models, *Moral Values, Policy Formation, Social Values
Identifiers—*Educational Equity

The equalization of educational opportunity, the achievement of a greater degree of equity, is a central concern of educators today. The way in which this concern is conceptualized can have a great influence on the extent to which the concern is translated into programs, and on the way programs ultimately address the problem that gave rise to the concern in the first place. The national problem posed by a concern with equity is that of making educational and social development as well as participation in society and survival, independent of the backgrounds from which differential status group members come. Educators must rise to the challenge by manning a two-pronged effort: to insure equality in the distribution of educational resources, and to insure equal protection in the distribution of resources in relation to social group characteristics. This would also be in relation to functional group characteristics as may be determined by mental, physical, and social conditions and as may be reflected in the processes by which learning behaviors and developmental choices are mediated. A concept such as equal opportunity may not be sufficient to make educational and other achievements independent of ethnic groups, race, or sex, and a concept such as human diversity with social justice is preferred. (Author/AM)

ED 129 939 UD 016 298
Goldberg, Gertrude S.
Class Action, Community Organization, and School Reform. Aspira of New York, Philadelphia Welfare Rights Organization and Harlem Parents Union.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—13p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (1-9 copies, $1.00 each; quantity discounts available)
Journal Cit—IRCD Bulletin, v11 n2 p1-12 Spr 1976
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agency Role, Change Strategies, Community Development, Community Involvement, Community Organizations, Court Litigation, Disadvantaged Youth, *Economically Disadvantaged, *Educational Change, *Educational Opportunities, Legal Problems, *Minority Group Children, Parent Participation, *Private Agencies
Identifiers—Aspira Incorporated, Harlem Parents Union, Philadelphia Welfare Rights Organization

This report on educational reform shows how three dynamic but quite different organizations are currently attempting to secure quality education for urban disadvantaged children. Aspira of New York, Philadelphia Welfare Rights Organization, and Harlem Parents Union are three self-help groups that seek quality education for poor children but differ as to leadership, constituencies, and strategies. Whether these organizations are calling for bilingual instruction, compensatory programs, or educational vouchers, they want to improve children's basic cognitive skills; and they are pressing for school reforms because they feel that economic success depends upon better basic education. Their current school strategies are not integrationist. Finally, although they continue to engage in community organization, they also are taking legal action to secure quality education. This report indicates that positive action, the implementation of a court order, may require more organizational resources than initiating a suit and getting the court to agree that school officials have violated the law. If the children of the poor are to have quality education, they will need advocates outside the ghetto, but they will also need an organized community. (Author/JM)

ED 129 940 UD 016 384
Glickstein, Howard A.
Equal Educational Opportunity: The State of the Law. ERIC-CUE Urban Disadvantaged Series, Number 48.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-CUE-UDS-48
Pub Date—Aug 76
Contract—400-75-0008
Note—33p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Affirmative Action, *Civil Rights, *Educational Discrimination, *Educational Legislation, Educationally Disadvantaged, *Educational Opportunities, Educational Problems, *Equal Education, Ethnic Groups, Federal Court Litigation, Integration Litigation, Minority Group Children, Minority Groups, Racial Discrimination, School Integration, Sex Discrimination, Supreme Court Litigation

This paper addresses the state of the law of equal educational opportunity. Among the laws, acts, and statutes addressed are the following: the Fourteenth Amendment to the U.S. Constitution, the implementation of school desegregation in the North and South, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Educational Opportunities Act of 1974, State and Local Fiscal Assistance Act of 1972, the Comprehensive Health Manpower Training Act of 1971. affirmative action, and the Equal Pay Act of 1963. There are some special problems that are also discussed, such as the following: inequitable systems of school financing, Federal tax benefits and schools that discriminate, Federal remedies against private schools, and discrimination against school personnel. (Author/AM)

ED 129 943 UD 016 478
Foxworthy, Nancy M.
Schooling in the Dominican Republic. ERIC-CUE Urban Disadvantaged Series, Number 47.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-CUE-UDS-47
Pub Date—Aug 76
Contract—400-75-0008
Note—47p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Dominicans, *Educational Anthropology, *Educational Environment, Educational Objectives, Educational Opportunities, Ethnic Groups, Immigrants, Migrant Education, Migrant Problems, *Organizational Climate, Role Conflict, School Environment, *School Role, Social Environment, Social Influences, Social Structure, Spanish Americans, Spanish Speaking, *Student Role, Teacher Role
Identifiers—*Dominican Republic

Some of the schooling experiences of a rapidly expanding migrant population from the Dominican Republic are described in this paper. In doing this, the paper examines the societal and organizational context of the educational system in the Dominican Republic, and briefly outlines the organization of and practices in Dominican classrooms, the nature of teacher-student interaction styles, and the relationship between school and home life. Information about school organization and classrooms is obtained through interviews with professors, school directors, teachers, parents, and students. In addition to general interviewing, two public schools were selected for more systematic observations. To check whether the data collected in the two schools were representative of schools in the Dominican Republic, observations were then made in additional public and private schools. It was found that whatever difficulties educators and students in the Dominican Republic encounter in the educational process, education itself is accorded the highest priority throughout the country. Despite many obstacles, the majority of those classroom teachers and school directors conduct classroom programs that allow students to meet the country's educational standards. Dominican children coming to the U.S. bring with them certain expectations based on their experiences in their native educational system. They find themselves attending schools embedded in a different social context, which fact for many of them, leads to confusion and conflict. (Author/AM)

ED 131 162 UD 016 563
Harrington, Charles
Schools and Peers in the Political Socialization of the Urban Poor. Equal Opportunity Review, August 1976.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 75
Note—9p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N. Y. 10027 (Gratis while supply lasts)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Classroom Observation Techniques, Economically Disadvantaged, Educational Anthropology, *Elementary School Students, *Field Studies, Interaction Process Analysis, *Minority Group Children, Peer Relationship, *Political Socialization, Research Methodology, Research Problems, *School Role, Textbook Content, Urban Schools, Urban Youth
Identifiers—Lopate (Carol), *New York (New York), Schwartz (Frances)

The intent of this brief paper is two-fold: (1) to review selected past studies and discuss what is believed to be misdirections in their focus and inadequate methodology and (2) to report a series of studies that attempt to counter these shortcomings. It is held that, by focusing on discrete components, such as curriculum, and using limiting measures, such as questionnaires, previous work has failed to provide adequate insight into the process of political socialization in the school. For this reason, looking at informal peer interaction by means of observation was chosen in this study. The primary methodology of the Schwartz and Lopate studies described in this paper was participant observation in the schools, observations being supplemented by interviews with staff, parents, and children. A playground study used a more systematic observation methodology. The observed students were in middle childhood, between nine and eleven years of age. The paper concludes that it is clearly in interaction in the peer group that children are able to learn and practice political skills, whereas (1) the textbook as a learning resource makes children docile and believe in the symbolic idealized picture of politics and (2) pupil time in the classroom is largely reacting against teachers and the school and hardly in political socialization. (Author/JM)

ED 137 456 UD 016 830
Banks, W. Curtis McQuater, Gregory V.
Achievement Motivation and Black Children. IRCD Bulletin, Volume XI, Number 4, Fall, 1976.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Pub Date—76
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Black Achievement, Black Students, *Black Youth, *Caucasian Students, Learning Motivation, *Minority Groups, *Motivation, *Performance, Performance Factors

This scholarly report critiques and analyzes material on factors affecting motivation of black children. Different aspects of research in the area are explored. Of particular interest is the research on task-liking. This research indicates that blacks and whites have been shown to assume the same degree of effort orientation toward tasks of high and low interest. Such findings refute the arguments of those who hold that blacks are less able to sustain effort orientations than are whites. Research articles are reviewed and criticized. (Author/BS)

ED 139 847 UD 016 881

Summers, Anita A. Wolfe, Barbara L.

Which School Resources Help Learning? Efficiency and Equity in Philadelphia Public Schools. IRCD Bulletin, Vol. 11, No. 3.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date—76

Note—17p.

Available from—Institute for Urban and Minority Education, Teachers College, Columbia University, New York, N.Y. 10027 ($1.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Academic Achievement, Average Daily Enrollment, Class Size, Educational Disadvantagement, *Educational Finance, *Elementary Secondary Education, Family School Relationship, High Achievers, Low Achievers, Reading Level, *School Environment, *Socioeconomic Status, Teacher Background, *Teacher Influence

Identifiers—*Pennsylvania (Philadelphia)

This research study of elementary, junior high school, and senior high school students examined the relationship between educational inputs and outputs as a measure of growth in academic achievement. Educational inputs were identified as the socioeconomic background of the student, the school climate, and the school resources. Additionally, educational output was evaluated by students' improvement in reading, writing, and arithmetic skills. The sample consisted of 627 elementary students, 553 junior high school students and 716 high school students in 150 public schools. Educational input data was obtained from the students' history files and personnel files. Individual students were matched with their teacher's characteristics. Test results were analyzed to relate grade norms, national norms, and family income to achievement. The report concluded that socioeconomic background of the student was an important factor which determined what the student achieved through the school years. Class size influenced the students' achievement differently at various levels of school. Also, how school resources were allocated did have an impact on pupil performance. The actual multiple regression equation, tables for the three school levels, and a listing of all variables used in the data sample are included in the appendix. (Author/JP)

ED 141 451 UD 017 060

Gordon, Edmund W. Grannis, Joseph C.

Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date—77

Note—17p.

Available from—IRCD Bulletin, v.12, n. 1, Win 1977, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($1.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Black Colleges, *Black Students, *College Students, Compensatory Education Programs, Evaluation Methods, *Identification (Psychological), Individual Differences, Program Evaluation, Standardized Tests, *Student Attitudes, *Student Evaluation, *Testing Problems

The first of two papers included in this document addresses two related problems: Problem one: The appropriateness of existing standardized tests of achievement for the assessment of academic function in minority and disadvantaged group member students. Problem two: The appropriateness of such instruments for the assessment of the impact of large-scale educational programs. Gordon asserts that "the problem of large-scale evaluation...is larger than one of what kind of achievement tests to use." It may be that we could endure the problems related to the tests if we were better able to deal with such problems as the following: 1) the nebulousness and variability of treatments, 2) the complex economic, political, and social context in which the treatments are set, 3) the diversity of populations served and goals sought, 4) the reconciliation of necessary and sufficient conditions, and, 5) such limitations of evaluative research technology as: program and population specification, program and population sampling, interchangeable and dialectical nature of the dependent and independent variables, inappropriateness of extant statistical analyses for the study of the dynamic blending of variables by which effects may be explained, the policy of the best generic treatment, and, normative approaches to aggregate data in search of relationships that may be idiosyncratically expressed. The second paper in this document critically reviews the book "Black Consciousness, Identity and Achievement," by Patricia Gurin and Edgar Epps, New York: John Wiley, 1975. (Author/JM)

ED 142 621 UD 017 115

Fishman, Joshua A.

Bilingual Education-A Perspective.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date—77

Note—13p.

Available from—IRCD Bulletin, v12 n2, Spring, 1977. Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($1.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Bilingual Education, *Bilingualism, Bilingual Students, *Definitions, Educational Policy, Educational Practice, *Educational Problems, Ethnic Groups, Minority Group Children, Non English Speaking, *Second Language Learning, Social Factors, Sociolinguistics, Spanish Speaking, *State of the Art Reviews

This paper defines bilingual education and notes that because of bilingual education's broad definition, a number of vastly different types of programs and program goals are being pursued. Four broad categories of bilingual education programs based on four different kinds of community and school objectives are discussed in this paper. Each of these is illustrated by an existing or proposed bilingual education program for some Spanish Speaking community. Several rationales advanced for bilingual education are reviewed. Briefly discussed is the issue of how bilingual education might affect the future of language teaching and language learning in the United States. Most American bilingual education programs are viewed as academically compensatory and as socioeconomically compensatory for disadvantaged minority group children from non-English speaking families. It is noted that if bilingual education is sold as a "compensatory promissory note", teachers and citizens will be disappointed. A number of questions about bilingual education are discussed within a comparative and sociolinguistically-oriented framework. Among these are: (1) Must one language always be an "other" tongue? (2) Can the school "go it alone" for bilingual education? (3) Can community interest be too divisive for the good of bilingual education? (4) Does the world or mankind really need all those ethnic languages?. (Author/AM)

ED 142 659 UD 017 177

Molina, Alexis

Minority Aged: A Bibliography. Urban Disadvantaged Series, Number 49.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date—Jul 77

Note—44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—American Indians, Anthropology, Asian Americans, *Bibliographies, Blacks, *Comparative Analysis, Cross Cultural Studies, Cubans, Cultural Factors, *Ethnicity, Filipino Americans, *Gerontology, Jews, Low Income Groups, Mexican Americans, *Minority Groups, *Older Adults, Puerto Ricans, Racial Factors, Senior Citizens, Spanish Speaking, *Urban Areas

Identifiers—Poles

This bibliography on the minority aged consists of 368 references. The term "minority" is defined by participation in a racial ethnic group. The first section provides references to the general gerontological literature dealing with aging in western and/or industrial societies. The second section provides references on the cultural context of aging. It includes anthropological and cross cultural studies. The third section is devoted to minority groups. Its first concentration provides references on general topics such as urban areas, low income groups, ethnicity, and race. The second concentration of references compares several racial/ethnic groups; for instance one may find here comparisons between Mexican Americans, blacks, and whites. The last group of references are broken down into individual ethnic groups as follows: Filipino Americans, Poles, Jews, American Indians, Asian Americans, Mexican Americans, Cubans, Puerto Ricans, Spanish Speaking and Blacks. Although arranged by ethnic groups, these studies usually make comparisons with other groups, particularly with whites. A subject index is provided. (Author/AM)

ED 143 720 UD 017 239

Vivolo, Robert, Comp.

ERIC References on Urban and Minority Education. Equal Opportunity Review.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date—Jul 77

Note—13p.; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Bibliographies, *Bilingual Education, Data Bases, *Ethnic Groups, *Minority Groups, Racial Factors, *School Integration, *Urban Education

This bibliography serves as a guide to the literature on urban and minority education that is accessible through the ERIC system. It brings together significant works on such topics as school integration, bilingual education, education of specific racial and ethnic groups, and problems of inner city schools, which were cited in the May through December 1976 issues of "Resources in Education". The citations which bear 1975 and 1976 publication dates update the bibliography published by the ERIC Clearinghouse on Urban Education covering the same topics in the January 1975 through April 1976 issues of "Resources in Education". ERIC Document (ED) identification numbers have been included at the end of each citation. A subject index by citation number and a statement on the availability of the cited materials follow the bibliography. (Author/AM)

ED 145 060 UD 017 422

Vivolo, Robert

A Guide to Information on Equal Educational Opportunity.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date—Aug 77

Note—91p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Court Cases, Educational Research, *Equal Education, Federal Legislation, Organizations (Groups), *Reference Materials, *Resource Guides, *Resource Materials

Identifiers—*Civil Rights Act 1964 Title IV, *ERIC

This resource guide on equal educational opportunity is comprised of twelve sections, each providing a different type or source of information. The first section contains the name, address and organizational scope note of approximately 70 organizations and associations. Section two lists the name, address and interest of 17 education laboratories and research and development centers created by the Office of Education in the 1960's. The following two sections list the projects which are federally funded under Title IV of the Civil Rights Act of 1964, the Type A (Desegregation) General Assistance Centers and the Type B (Bilingual) General Assistance Centers. The Addresses of the individual State Departments of Education (both higher education and primary/secondary) are also included. Section 7 contains brief explanations of major federal legislation which has an impact on the problem of providing equal educational opportunity to children. This is followed in section 8 by a listing of 24 major court cases with the major finding of each case summarized. Section nine contains an explanation of what the Educational Resources Information Center (ERIC) is and how it can be used to obtain information about equal educational opportunity. A listing of journals which often provide either direct information or pertinent background information on equal educational opportunity is provided in section 10. Section 11 contains a listing of various reference works. These cover a wide spectrum of information ranging from civil rights to educational statistics. Section 12 is a bibliography of major books and journal articles dealing with equal educational opportunity. (Author/AM)

ED 148 979 UD 017 826

Ogbu, John U.

Racial Stratification and Education: The Case of Stockton, California.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date—77

Note—29p.; IRCD Bulletin, Vol. 12, No. 3

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (1-9 copies $1.00 each; quantity discounts)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Academic Aspiration, *Academic Failure, Adjustment (to Environment), Black Education, Black Role, *Black Students, Case Studies, Educational Practice, *Failure Factors, Occupational Aspiration, Race Relations, *Racial Factors, *Social Stratification, Social Structure

Identifiers—*California (Stockton)

This paper examines the educational consequences of racial stratification or the system of racial castes in the United States. The central thesis of the paper is that the subordinate status occupied by blacks because of racial stratification requires and promotes lower school performance or school failure and that therefore this school failure represents a kind of adaptation. In order to understand how this adaptation emerges, two kinds of linkages in the educational processes are studied. The first is that between, on one hand, the job and role ceiling, and on the other, the policies and practices of the school system, race affects the subordinate group members beliefs about their opportunities in society, how they perceive their schooling in relation to their belief system, and how their perceptions and beliefs are related to their efforts in school. The second linkage is that between the job and role ceiling and the problems of language, cognition, motivation, and peer group pressures. This essay deals with the first linkage and how it works and contributes to black school failure in Stockton, California, a community which was studied between 1968 and 1970. The limitations experienced by black children in this community affected their preparation for future jobs and roles. School policies and practices did little to encourage black children to do well or to stay in school to prepare themselves for higher status social and economic roles. Blacks in this community used other strategies to achieve greater social and economic participation (playing Uncle Toms). Programs introduced to encourage better school performance among blacks proved ineffective. It seems that they were designed and implemented without any serious consideration for the social and structural forces affecting black education as discussed in this paper. (Author/AM)

ED 148 980 UD 017 828

Nevas, Susan R.

Factors in Desegregation and Integration. Equal Opportunity Review, Fall, 1977.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. General Assistance Center for Equal Educational Opportunity.

Pub Date—77

Note—5p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Change Agents, *Changing Attitudes, *Integration Effects, Integration Readiness, *Integration Studies, Race Relations, *Racial Integration, *School Integration, Social Action, Social Change

Desegregation and integration are affected by many of the same forces that affect other major social changes, such as dramatic news events, authority in the form of law and policy, educational programs, and experience of the new situation. How these forces affect desegregation and integration has to do with peoples' attitudes and the effect of changed attitudes on changed behavior. This paper concerns the major forces affecting desegregation and integration as presented in three different studies that have dealt with patterns in processes of desegregation and integration. Each study determined whose attitudes and behavior were the major target of change efforts, what positions they held, and whether they were black and white, or primarily white. It is noted that for integration as well as desegregation, the major focus for change is white resistance to the process. The major forces affecting desegregation and integration are: (1) the occurrence of dramatic national events, (2) law or administrative edicts or authority, (3) teacher attitudes toward race, (4) interracial contact, and (4) the presence of certain educational programs (i.e. compensatory efforts to equalize educational opportunities and curriculum and materials reflective of cultural diversity). It is concluded that desegregation demands less than integration. Law, administrative policy, and teacher attitudes can take the process only so far. Integration must ultimately come from the minds and heart of the people. These reports suggest that a combined approach is called for: starting young, and providing supports for attitude change. (Author/AM)

ED 150 240 UD 017 930

Dervin, Brenda

Communicating With, Not to, the Urban Poor. ERIC/CUE Urban Diversity Series, Number 50.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Contract—400-75-0008

Note—36p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Communication Problems, Information Networks, Information Processing, *Information Sources, *Information Theory, Literature Reviews, Lower Class, *Low Income Groups, Poverty Research, *Social Agencies, *Urban Areas

Spurred by the impetus of the antipoverty programs of the 1960's, social science researchers and human service practitioners have focused upon the need for effective communication with the American urban poor. To this end, both groups have attempted to describe the context within which the urban poor receive and process messages in the hopes of drawing from these descriptions some guidance for communicating. In this paper the literature which describes the communications system of the urban poor is reviewed. The "information poverty" thesis prevalent in this literature is discussed. The manner in which social service agencies operate is examined in the context of the information network described. It is stated that the "information poverty" thesis has been of little help in bettering communication with the urban poor. The assumptions inherent in the thesis are shown to reinforce a "we to them", rather than a "we with them" approach. A number of weaknesses in this approach are pointed out. The most recent work, which appears to be offering a more helpful perspective and more helpful data, is summarized. In this literature, interests and situational perceptions are emphasized. This perspective is seen as providing a more positive and unified approach to communication with the urban poor. (Author/GC)

ED 150 242 UD 017 933

Hill, Clifford A.

Urban Minority Students, Language, and Reading. ERIC/CUE Urban Diversity Series, Number 51; CAL/ERIC/CLL Series on Languages and Linguistics, Number 55.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[77]

Contract—400-75-0008

Note—73p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($2.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Cognitive Processes, *Language Ability, Language Patterns, Language Skills, *Linguistic Patterns, Linguistic Theory, Low Income Groups, Minority Group Children, *Minority Groups, Nonstandard Dialects, *Psycholinguistics, Reading Ability, *Sociolinguistics, Urban Language, *Urban Youth

The great majority of poor readers in urban schools are members of an ethnic minority, a low social class, and a poor family. The simple recognition of these factors, however, is of no help in characterizing the specific sources of language norms among urban minority students or in determining the ways these distinctive norms interfere with reading. Positions set forth in an attempt to define these considerations have tended to assume varying degrees of either language deficit or language difference. The language deficit position is reviewed in this paper. In an attempt to redress a lack of focus in the literature on the underlying social and cognitive forms of language, the deficit position is criticized from sociolinguistic and psycholinguistic perspectives. A number of misunderstandings of deictic processes in verbal communication apparent in the language deficit position are analyzed. A counterposition is developed based upon the understanding of a new line of processes, which the author refers to as "cultural deixis", in addition to the already established line, referred to as "discourse deixis". (GC)

ED 150 244 UD 017 936

Hill, Clifford A.

A Review of the Language Deficit Position: Some Sociolinguistic and Psycholinguistic Perspectives. IRCD Bulletin, Volume XII, Number 4.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Pub Date—77

Note—17p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University New York, New York 10027 ($1.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Cognitive Ability, Language Ability, Language Skills, Language Styles, Language Usage, *Linguistic Patterns, Linguistics, Low Income Groups, *Minority Group Children, *Nonstandard Dialects, *Psycholinguistics, *Sociolinguistics, *Urban Language

During the past two decades the educational community has focused much attention on the language of urban minority children. Analytic positions set forth tend to assume varying degrees of either language deficit or language differences. The language deficit position is examined in this work from a sociolinguistic or psycholinguistic point of view. Among the lines of criticism pursued are several which have already been established by proponents of the language difference position. These include charges that language deficit proponents have used invalid criteria in evaluating the oral performance of urban minority students, and have failed to investigate the actual repertoire of verbal skills that these students exercise in everyday communication. A psycholinguistic criticism also levelled by the language difference proponents holds that the others have assumed that nonstandard forms of language reflect deficient forms of cognition. Pursued in depth in this document is another psycholinguistic criticism. This holds that language deficit proponents have assumed an inadequate theory of reference in evaluating the language of urban minority students. Specifically, they have not taken into account the holistic functions of oral language and the dynamic nature of language form. Neither have they recognized that the referential functions of lexical forms are established only in an immediate context, and that lexical forms of language may be considered as possessing deictic and nondeictic functions. (Author/GC)

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EJ 123 726 (JC)
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Educating Teachers for New Times
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Humanizing the Curriculum
EJ 160 687 (JC)
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Student Rights: Relevant Aspects for Guidance Counselors.
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Courses
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Playground Facilities and Equipment. ACSA School Management Digest, Series 1, Number 7. ERIC/CEM Research Analysis Series, Number 34.
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ED 137 712 (CG)

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ED 136 323 (CS)
Guidelines for Journalism Instructional Programs and Effective Student Publications.
ED 141 832 (CS)
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ED 091 669 (CS)

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Conducting Local Needs Assessment: A Guide. TM Report 44.
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A Guide to Selected Newsletters and Journals in Early Childhood.
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ED 120 899 (EA)
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Facilities for Special Education. Educational Facilities Digest 14.
ED 133 809 (EA)
Teacher Centers as an Approach to Staff Development in Special Education.
ED 143 619 (SP)
Teaching the Special Child in Regular Classrooms.
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Health Education
Consumer Health. Bibliographies on Educational Topics No. 5.
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Health Occupations
Directory of Information on Health Careers for American Indians.
ED 133 104 (RC)

Health Services
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ED 134 542 (SP)
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ED 136 323 (CS)
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Heuristic Learning
Heuristic Learning and Science Education. Occasional Paper Series.
ED 123 127 (SE)

High Risk Students
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High School Curriculum
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ED 068 951 (CS)

High School Graduates
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ED 132 919 (HE)
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ED 145 762 (HE)
Competency Programs in Higher Education. ERIC/Higher Education Research Report No. 7.
ED 118 023 (HE)
Concepts of Career and General Education. ERIC/Higher Education Research Report No. 8.
ED 145 761 (HE)
Conflict and Collective Bargaining. ERIC/Higher Education Research Report No. 9, 1975.
ED 118 051 (HE)
Current Issues in Environmental Education - II: Selected Papers From the Fifth Annual Conference of the National Association for Environmental Education.
ED 135 665 (SE)
Directory of Outdoor Education Degree Programs in Higher Education.
ED 140 994 (RC)
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EJ 145 018 (JC)
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ED 129 197 (HE)
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ED 132 891 (HE)
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ED 109 979 (HE)
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ED 148 256 (HE)
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ED 145 763 (HE)
Higher Education and the Economy.
ED 124 065 (HE)
The Higher Education Community and Federal Legislation.
ED 118 022 (HE)
Higher Education Opportunity: A Decade of Progress. Research Report No. 3.
ED 142 125 (HE)
How Colleges Change: Approaches to Academic Reform.
ED 125 607 (IR)
The Implications of Federal Education Policy.
ED 124 066 (HE)
Improving Institutional Research
EJ 124 470 (JC)
The Independent Student and Student Aid Programs.
ED 125 501 (HE)

Institutional Goals and Student Costs. ERIC/Higher Education Research Report No. 2.
ED 136 706 (HE)
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Keeping Up with Title IX. ERIC/Higher Education Research Currents.
ED 132 910 (HE)
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The Need for Institutional Planning. ERIC/Higher Education Research Currents.
ED 144 511 (HE)
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Student Rights, Decisionmaking, and the Law. Report No. 10
ED 135 269 (HE)
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ED 114 025 (HE)
University Admissions: Dilemmas and Potential. ERIC/Higher Education Research Report No. 5.
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The Vital Small College: Strategies and Missions.
ED 114 004 (HE)

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Teaching American History: Structured Inquiry Approaches. SSEC Publication No. 185.
ED 114 311 (SO)
Who Teaches History in the Two-Year College?
ED 119 761 (JC)

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Parents as Teachers: A Rationale for Involving Parents in the Education of Their Young Handicapped Children.
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Human Relations
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Improving Human Services: Methods for Systematic Planning, Evaluation, and Staff Development.
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Parent Education and Elementary Counseling.
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The Humanities in Two-Year Colleges: Faculty Characteristics.
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The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction.
ED 110 119 (JC)
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ED 111 469 (JC)

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The Humanities Faculty: A Review
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The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction.
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EJ 129 871 (JC)
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EJ 162 655 (JC)

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Child Abuse and Neglect: A Primer for School Personnel.
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Looking for the Best: Identifying Exceptional Performers in Education and Elsewhere. TM Report 50.
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Identification (Psychological)
Human Diversity, Program Evaluation and Pupil Assessment; And, A Critical Review of Black Consciousness, Identity and Achievement.
ED 141 451 (UD)

Indexes (Locaters)
ERIC: What It Can Do for You/How to Use It.
ED 110 095 (IR)
A Library User's Guide to ERIC.
ED 107 311 (IR)

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Directory of Information on Health Careers for American Indians.
ED 133 104 (RC)

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Assertiveness Training.
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Learning Skills Centers: A CCCC (Conference on College Composition and Communication) Report.
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Infant Day Care: An Abstract Bibliography.
ED 129 469 (PS)

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Higher Education and the Economy.
ED 124 065 (HE)

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Help for the Reading Teacher: New Directions in Research.
ED 101 322 (CS)

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A Directory of Information Resources in Health, Physical Education, and Recreation.
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The ERIC Clearinghouse in Career Education
EJ 092 361 (CE)
ERIC: What It Can Do for You/How to Use It.
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Validated Products from Theory to Practice.
ED 138 566 (SP)

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Information Counseling: The Best of ERIC.
ED 152 336 (IR)

Information Dissemination
Information Analysis at the ERIC Clearinghouse on Educational Management: Rationale and Classification of Products.
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Information Resources for Education. First Edition. Information Series No. 123.
ED 149 192 (CE)
The Market for Education Information: A Synopsis of the Educational Information Market Study.
ED 138 593 (SP)

Information Needs
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ED 152 336 (IR)
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Access to Nonprint Media: What Is and What May Be.
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Acronyms and Initialisms of Library Networks. Second Version.
ED 114 113 (IR)
Communication Needs in Migrant Education.
ED 134 383 (RC)
Feasibility of Maintaining and Providing Access to Data Archives through ERIC.
ED 152 332 (IR)
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ED 126 857 (IR)

Information Processing
Learning with Understanding. Mathematics Education Report.
ED 113 206 (SE)

Information Retrieval
ERIC: What It Can Do for You/How to Use It.
ED 110 095 (IR)
How to Prepare for a Computer Search of ERIC: A Non-Technical Approach.
ED 110 096 (IR)

Information Science
An Alerting Service Bibliography on Libraries and Media. Number Four.
ED 112 949 (IR)
An Alerting Service Bibliography on Libraries and Media. Number Seven.
ED 126 903 (IR)
Alerting Service Bibliography on Libraries and Media. Number 3.
ED 111 393 (IR)
Audiovisual Materials in Support of Information Science Curricula: An Annotated Listing with Subject Index. Second Edition, Revised and Expanded.
ED 148 365 (IR)

Information Services
Directory of Resources in Adult Education 1976.
ED 131 182 (CE)
Feasibility of Maintaining and Providing Access to Data Archives through ERIC.
ED 152 332 (IR)

Information Counseling: The Best of ERIC.
ED 152 336 (IR)

Information Sources

An Alerting Service Bibliography on Libraries and Media. Fifth Edtion.
ED 118 112 (IR)

Communicating With, Not to, the Urban Poor. ERIC/CUE Urban Diversity Series, Number 50.
ED 150 240 (UD)

A Directory of Information on Tests. TM Report 62.
ED 152 802 (TM)

A Guide to Educational Resources, 1975-76.
ED 112 888 (IR)

A Guide to Educational Resources, 1976-77.
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ED 138 752 (CE)

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Validated Products from Theory to Practice.
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In-Service Training Models for Early Childhood Education Programs.
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Inservice Programs

Sources and Information: Developing Staff Potential
EJ 174 030 (JC)

Staff Development. The Best of ERIC, Number 26.
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Inservice Teacher Education

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ED 117 034 (SP)

Consultation as a Counselor Intervention.
ED 137 716 (CG)

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ED 110 120 (JC)

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ED 139 493 (JC)

Improving Institutional Research
EJ 124 470 (JC)

Institutional Role

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ED 136 706 (HE)

Instruction

Curriculum and Instruction for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. ERIC/CUE Doctoral Research Series No. 12.
ED 110 587 (UD)

Heuristic Learning and Science Education. Occasional Paper Series.
ED 123 127 (SE)

Logs, Universities and the Environmental Education Compromise.
ED 133 143 (SE)

Mathematics Laboratories: 150 Activities and Games for Elementary Schools.
ED 104 720 (SE)

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ED 123 128 (SE)

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ED 134 398 (SE)

Teaching Strategies: Papers from a Research Workshop.
ED 123 132 (SE)

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ED 120 013 (SE)

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Audiovisual Materials for the Teaching of Language Acquisition: An Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 32.
ED 116 496 (FL)

Audiovisual Materials for the Teaching of Language Variation. An Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 31.
ED 116 495 (FL)

Instructional Design

Bilingual/ESL Programs for Migrant Children.
ED 134 351 (RC)

Instructional Improvement

Changing Instructional Strategies. New Directions for Community Colleges, Number 17.
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Instructional Innovation

Changing Instructional Strategies. New Directions for Community Colleges, Number 17.
ED 136 847 (JC)

Instructional Change: Sources and Information
EJ 157 239 (JC)

Instructional Materials

Adult Education Teaching Techniques. Information Series No. 110.
ED 149 180 (CE)

An Alerting Service Bibliography on Libraries and Media. Number Four.
ED 112 949 (IR)

A Directory of Projects and Programs in Environmental Education. Fourth Edition.
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Energy Investigations for the Classroom.
ED 130 833 (SE)

Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.
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Environmental Education in the Urban Setting: Rationale and Teaching Activities.
ED 137 140 (SE)

The Evaluation of Instructional Materials.
ED 131 861 (IR)

Evaluation of Instructional Materials. TM Report 45.
ED 117 189 (TM)

Handbook of Legal Education Resources.
ED 146 065 (SO)

Multicultural Education and Ethnic Studies in the United States. An Analysis and Annotated Bibliography of Selected ERIC Documents.
ED 120 103 (SP)

Population Education Activities for the Classroom.
ED 141 178 (SE)

Selective Bibliography in Anthropology and World History Resources.
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Selective Bibliography in Political Science Resources.
ED 150 031 (SO)

Selective Bibliography in United States History Resources.
ED 150 032 (SO)

Successful Models and Materials for Elementary Social Studies.
ED 134 479 (SO)

Teaching Activities in Environmental Education. Volume III - 1975.
ED 125 868 (SE)

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Learning Resources Centers: Best of ERIC. A Selected, Annotated Bibliography.
ED 154 824 (IR)

Use of Instructional Media in the Schools. NAESP School Leadership Digest Second Series, Number 10. ERIC/CEM Research Analysis Series, Number 25.
ED 123 763 (EA)

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An Alerting Service Bibliography on Libraries and Media. Number Six.
ED 121 338 (IR)

Alerting Service Bibliography on Libraries and Media. Number 3.
ED 111 393 (IR)

Nonprint Media Information Networking: Status and Potentials.
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Simulation and Gaming: The Best of ERIC.
ED 126 891 (IR)
Use of Instructional Media in the Schools. NAESP School Leadership Digest Second Series, Number 10. ERIC/CEM Research Analysis Series, Number 25.
ED 123 763 (EA)
The Use of Media in Career Education.
ED 127 974 (IR)

Instructional Programs
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Alternative Designs for Instructional Technology Research.
ED 119 605 (IR)
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ED 152 337 (IR)
Use of Instructional Media in the Schools. NAESP School Leadership Digest Second Series, Number 10. ERIC/CEM Research Analysis Series, Number 25.
ED 123 763 (EA)

Integration Effects
Factors in Desegregation and Integration. Equal Opportunity Review, Fall, 1977.
ED 148 980 (UD)

Integration Litigation
The Busing Controversy. [NAESP] School Leadership Digest [Second Series, Number 6. ERIC/CEM Research Analysis Series, Number 21.]
ED 116 264 (EA)
Busing for Desegregation. The Best of ERIC, Number 15.
ED 117 784 (EA)
Making Your Busing Plan Work: A Guide to Desegregation. ACSA School Management Digest, Series 1, Number 10. ERIC/CEM Research Analysis Series, Number 37.
ED 149 414 (EA)

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The Busing Controversy. [NAESP] School Leadership Digest [Second Series, Number 6. ERIC/CEM Research Analysis Series, Number 21.]
ED 116 264 (EA)

Integration Studies
Factors in Desegregation and Integration. Equal Opportunity Review, Fall, 1977.
ED 148 980 (UD)

Intellectual Development
Spanish-English Bilingual Education in the U.S.: Current Issues, Resources, and Research Priorities. CAL-ERIC/CLL Series on Languages and Linguistics, No. 41.
ED 136 552 (FL)

Interagency Coordination
State Planning for Counseling and Guidance Programs.
ED 150 532 (CG)

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Intercultural Communication.
ED 125 009 (CS)
Perception and Communication.
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Environmental Education in Action - I: Case Studies of Selected Public School and Public Action Programs.
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Interdisciplinary Humanities: Sources and Information
EJ 129 871 (JC)
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ED 149 181 (CE)

International Network of Rural Youth Researchers
An International Collection of Research on Rural Youth: Proceedings of the Rural Youth Seminar, Fourth World Congress of Rural Sociology (Torun, Poland, August 1976).
ED 134 390 (RC)

International Organizations
An International Collection of Research on Rural Youth: Proceedings of the Rural Youth Seminar, Fourth World Congress of Rural Sociology (Torun, Poland, August 1976).
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Interpersonal Competence
Assertiveness Training.
ED 150 531 (CG)
Development of Functional Communication Competencies: Grades 7-12.
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Development of Functional Communication Competencies: Pre-K-Grade 6.
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A Learning Center Approach to Basic Communication Courses.
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ED 085 798 (CS)
Student/Teacher Interaction and Education Outcomes. SCIP No. 6.
ED 120 101 (SP)

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Translation as a Career Option for Foreign Language Majors. CAL-ERIC/CLL Series on Languages and Linguistics, No. 37.
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Child Development, Assessment, and Intervention: A Bibliography of Research.
ED 125 752 (PS)
Consultation as a Counselor Intervention.
ED 137 716 (CG)
Humanizing the Curriculum
EJ 160 687 (JC)
Parents as Teachers: A Rationale for Involving Parents in the Education of Their Young Handicapped Children.
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Interviews
The Interview as a Measuring Device in Education.
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Declining Enrollment. The Best of ERIC No. 12.
ED 112 454 (EA)

Job Market
Educating Teachers for New Times
EJ 145 018 (JC)
The Ph.D. Job Crisis. ERIC/Higher Education Research Currents.
ED 148 257 (HE)

Job Satisfaction
Satisfaction and Humanities Instructors in Two-Year Colleges. Topical Paper No. 56.
ED 128 048 (JC)

Job Skills
Selecting Educational Researchers and Evaluators. TM Report 48.
ED 117 191 (TM)

Journalism
College Student Press Law.
ED 128 796 (CS)
Student Press Rights: Struggles in Scholastic Journalism.
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Guidelines for Journalism Instructional Programs and Effective Student Publications.
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About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs.
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ED 114 904 (EA)

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ED 123 738 (EA)

Manipulative Materials
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ED 104 720 (SE)

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Jobs and College Graduates. ERIC Higher Education Research Currents.
ED 114 026 (HE)

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ED 149 661 (HE)

Manual Communication
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ED 121 098 (FL)

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Incorporating Orienteering in School Programs.
ED 134 384 (RC)

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Divorce Counseling.
ED 150 534 (CG)

Marriage Counseling
Divorce Counseling.
ED 150 534 (CG)

Mass Media
Selected Print and Nonprint Resources in Speech Communication: An Annotated Bibliography, K-12.
ED 120 892 (CS)

Mastery Learning
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ED 138 646 (TM)

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ED 115 315 (JC)

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ED 152 813 (TM)

Mastery Tests
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Projecting a Better Image: Slides and the Foreign Language Teacher. CAL-ERIC/CLL Series on Languages and Linguistics, No. 48.
ED 136 559 (FL)

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ED 108 893 (SE)

Mathematics Education
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ED 113 152 (SE)

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ED 121 624 (SE)

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ED 113 206 (SE)

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ED 115 488 (SE)

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ED 128 195 (SE)

Metric Education Activities in State and Territorial Departments of Education - A Survey.
ED 104 719 (SE)

Models for Learning Mathematics, Papers from a Research Workshop.
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ED 132 033 (SE)

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ED 130 861 (SE)

Teaching Strategies: Papers from a Research Workshop.
ED 123 132 (SE)

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ED 120 013 (SE)

Mathematics Teachers
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ED 138 483 (SE)

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Number and Measurement. Papers from a Research Workshop.
ED 120 027 (SE)

Measurement Instruments

Measures for Research and Evaluation in the English Language Arts.
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Measurement Techniques

Developing Constituency Programs in Community Colleges.
ED 143 393 (JC)

The Interview as a Measuring Device in Education.
ED 141 410 (TM)

Media Research

AECT Abstracts of Research Papers Presented at the Association for Educational Communications and Technology Annual Conventions, 1970 through 1974.
ED 111 442 (IR)

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ED 119 692 (IR)

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ED 152 254 (IR)

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ED 128 004 (IR)

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ED 130 680 (IR)

Media Specialists

A Process for Developing a Competency Based Educational Program for Media Professionals.
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Mental Retardation

Legal Aspects of Educating the Developmentally Disabled. NOLPE Second Monograph Series on Legal Aspects of School Administration, No. 6. ERIC/CEM State-of-the-Knowledge Series, No. 31.
ED 111 049 (EA)

Mentally Handicapped

Legal Aspects of Educating the Developmentally Disabled. NOLPE Second Monograph Series on Legal Aspects of School Administration, No. 6. ERIC/CEM State-of-the-Knowledge Series, No. 31.
ED 111 049 (EA)

Methods

Needs Assessment. The Best of ERIC, Number 18.
ED 125 069 (EA)

Methods Courses

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Materials for Metric Instruction. Mathematics Education Reports.
ED 115 488 (SE)

Metric Education Activities in State and Territorial Departments of Education - A Survey.
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ED 149 187 (CE)

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ED 127 053 (RC)

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ED 141 266 (SP)

Middle East

The Middle East: An Annotated Bibliography of Literature for Children.
ED 142 278 (PS)

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ED 114 905 (EA)

Middle Schools. ACSA School Management Digest, Series 1, Number 4. ERIC/CEM Research Analysis Series, Number 31.
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Migrant Child Education

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Migrant Education

Communication Needs in Migrant Education.
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Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.
ED 118 292 (RC)

Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7.
ED 139 549 (RC)

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Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.
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Class Action, Community Organization, and School Reform. Aspira of New York, Philadelphia Welfare Rights Organization and Harlem Parents Union.
ED 129 939 (UD)

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ED 109 266 (UD)

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ED 142 125 (HE)

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ED 142 509 (SP)

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ED 122 684 (HE)

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ED 110 593 (UD)

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ED 122 202 (CG)

Urban Minority Students, Language, and Reading. ERIC/CUE Urban Diversity Series, Number 51; CAL/ERIC/CLL Series on Languages and Linguistics, Number 55.
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Findings of Research in Miscue Analysis: Classroom Implications.
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Effective Reading Programs; Summaries of 222 Selected Programs.
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ED 152 859 (TM)

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Moral Development in Children: An Abstract Bibliography.
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ED 135 269 (HE)
Toward an Understanding of Educational Equity.
ED 128 514 (UD)
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ED 129 718 (SP)

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Movement Education. Bibliographies on Educational Topics No. 1.
ED 120 105 (SP)

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ED 137 456 (UD)

Movement Activities
Memos for Teachers and Caregivers of Young Children.
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Multicultural Education and Ethnic Studies in the United States. An Analysis and Annotated Bibliography of Selected ERIC Documents.
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Alternative Designs for Instructional Technology Research.
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ED 073 447 (CS)
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A Review of Multiple Image Presentation Research.
ED 130 680 (IR)

Multiple Image Presentations
A Review of Multiple Image Presentation Research.
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Developing Skills in Severely and Profoundly Handicapped Children.
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Multisensory Learning
A Review of Multiple Image Presentation Research.
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Multitype Library Cooperation
A Selected Bibliography on Multitype Library Service, 1970-1975.
ED 122 826 (IR)

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Program Evaluation in the Arts. An Annotated Bibliography.
ED 151 424 (TM)

National Association Research Science Teaching
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ED 120 021 (SE)

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ERIC First Analysis: 1977-78 National High School Debate Resolutions (How Can the Health Care of United States Citizens Best Be Improved?)
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The NSF Science Education Controversy: Issues, Events, Decisions.
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Characteristics of Two-Year College Political Scientists.
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Maximizing Responses to a Nationwide Faculty Survey
EJ 164 5[illegible] (JC)
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ED 119 761 (JC)

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Communication Needs in Migrant Education.
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Conducting Local Needs Assessment: A Guide. TM Report 44.
ED 117 188 (TM)
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Child Abuse and Neglect: A Primer for School Personnel.
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Noncampus Colleges: New Governance Patterns for Outreach Programs. Topical Paper No. 60.
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The Socialization Process in Higher Education. ERIC/Higher Education Research Report No. 7.
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Administrative Implications of Mainstreaming. NAESP School Leadership Digest Second Series, Number 7. ERIC/CEM Research Analysis Series, Number 22.
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Senior Power at North Hennepin
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Number and Measurement. Papers from a Research Workshop.
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ED 120 013 (SE)

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Management by Objectives. NAESP School Leadership Digest Second Series, Number 3. ERIC/CEM Research Analysis Series, Number 18.
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Eleven-Year Career Stability and Change as Reflected in Project Talent Data Through the Flanagan, Holland, and Roe Occupational Classification Systems
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Occupational Choice
Eleven-Year Career Stability and Change as Reflected in Project Talent Data Through the Flanagan, Holland, and Roe Occupational Classification Systems
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The Career Resource Center.
ED 109 590 (CG)

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ED 142 659 (UD)
Preretirement Education. Information Series No. 112.
ED 149 182 (CE)
Teaching about Aging.
ED 135 682 (SO)

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No- or Low-Tuition: A Lost Cause. Topical Paper No. 58.
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Day Care Legal Handbook: Legal Aspects of Organizing and Operating Day Care Programs.
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Schooling in the Dominican Republic. ERIC-CUE Urban Disadvantaged Series, Number 47.
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Communication Needs in Migrant Education.
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How Colleges Change: Approaches to Academic Reform.
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Noncampus Colleges: New Governance Patterns for Outreach Programs. Topical Paper No. 60.
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Organizations (Groups)
Directory of Social Studies/Social Science Service Organizations. SSEC No. 177.
ED 115 519 (SO)

Orientation Materials
A Trustee Reading List: A Bibliographic Essay.
ED 143 395 (JC)

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ED 134 384 (RC)

Outdoor Education
Adventure Programming.
ED 118 336 (RC)
Directory of Outdoor Education Degree Programs in Higher Education.
ED 140 994 (RC)
Incorporating Orienteering in School Programs.
ED 134 384 (RC)
Outdoor Education, a Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.
ED 118 306 (RC)
Outdoor Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.
ED 136 971 (RC)

Outreach Programs
Sources and Information
EJ 139 781 (JC)

Parent Child Relationship
Fathering: A Bibliography.
ED 142 293 (PS)
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ED 145 535 (EA)
Parent Education and Elementary Counseling.
ED 109 587 (CG)
The Role of the School in Child Abuse and Neglect.
ED 137 715 (CG)

Parent Counseling
Consultation as a Counselor Intervention.
ED 137 716 (CG)

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Parent Education and Elementary Counseling.
ED 109 587 (CG)
Parents as Teachers of Young Children: An Evaluative Review of Some Contemporary Concepts and Programs.
ED 136 967 (PS)

Parent Influence
Fathering: A Bibliography.
ED 142 293 (PS)

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Changes in Parent/Teacher Expectations in Cooperative Preschools.
ED 114 162 (PS)
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ED 121 708 (SP)
Memos for Teachers and Caregivers of Young Children.
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Parent Cooperative Group Child Care.
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Parents as Teachers of Young Children: An Evaluative Review of Some Contemporary Concepts and Programs.
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Parents as Teachers: A Rationale for Involving Parents in the Education of Their Young Handicapped Children.
ED 099 141 (PS)
Voucher Schools: Who Participates? ERIC-CUE Urban Disadvantaged Series, Number 46, August 1975.
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Part-Time Faculty in Community Colleges. Topical Paper No. 54.
ED 115 316 (JC)

Participative Decision Making
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ED 143 062 (EA)

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Children's Friendships in School Settings.
ED 099 116 (PS)
Compensatory Education in the Community College: An Interactionist Approach. Topical Paper No. 52.
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ED 125 011 (CS)

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Performance Based Education
Competency Programs in Higher Education. ERIC/Higher Education Research Report No. 7.
ED 118 023 (HE)
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ED 133 836 (EA)
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ED 149 413 (EA)
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ED 149 184 (CE)
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ED 115 315 (JC)
Minimal Competency Testing: Issues and Procedures. An Annotated Bibliography.
ED 150 188 (TM)
A Process for Developing a Competency Based Educational Program for Media Professionals.
ED 149 740 (IR)
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Competency-Based Education. The Best of ERIC, Number 25.
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Performance-Based Teacher Education: A Source Book. PBTE Series No. 21.
ED 118 529 (SP)
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ED 137 229 (SP)
Quality Control in Teacher Education: Some Policy Issues.
ED 137 222 (SP)
A Status Report on the Study of Teacher Effectiveness.
ED 114 261 (SE)

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American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7.
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ED 125 808 (RC)

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ED 149 182 (CE)

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ED 132 909 (HE)

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ED 139 444 (JC)

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Functional Potential: A New Approach to Viewing Faculty. Topical Paper No. 57.
ED 128 049 (JC)

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ED 131 518 (EA)
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ED 140 381 (EA)

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Reduction in Force. The Best of ERIC, Number 29.
ED 143 101 (EA)

Personnel Selection
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ED 117 191 (TM)

Phonology
Children's Categorization of Speech Sounds in English. NCTE Committee on Research Report No. 17.
ED 112 426 (CS)

Photographic Equipment
Introduction to Film Making.
ED 112 445 (CS)

Photography
Projecting a Better Image: Slides and the Foreign Language Teacher. CAL-ERIC/CLL Series on Languages and Linguistics, No. 48.
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Physical Activities
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ED 134 384 (RC)
Memos for Teachers and Caregivers of Young Children.
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Physical Characteristics
Women's Athletics: Bibliographies on Educational Topics, No. 2.
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Physical Education
A Directory of Information Resources in Health, Physical Education, and Recreation.
ED 137 220 (SP)
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ED 146 663 (EA)
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ED 120 105 (SP)
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Piaget (Jean)
Reflections on Science Education. 1976 AETS Yearbook.
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ED 123 128 (SE)
A Summary of Research in Science Education-1973.
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ED 116 965 (SE)
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ED 123 132 (SE)

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ED 109 590 (CG)
Learning Resources Centers: Best of ERIC. A Selected, Annotated Bibliography.
ED 154 824 (IR)

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A Guide to Information on Equal Educational Opportunity.
ED 145 060 (UD)
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ED 116 702 (IR)
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ED 150 032 (SO)

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ED 125 268 (FL)
Audiovisual Materials for the Teaching of Language Variation. An Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 31.
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ED 146 664 (EA)

The Management Team. The Best of ERIC, No. 28.
ED 137 985 (EA)

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School Financial Elections. Research Action Brief Number 1.
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Evaluating the Existing School Plant. Educational Facilities Digest 2.
ED 117 783 (EA)

School Closing

Declining Enrollment. The Best of ERIC No. 12.
ED 112 454 (EA)

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ED 131 523 (EA)

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ED 126 551 (EA)

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Advisory Committees. The Best of ERIC, Number 30.
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Community Participation in Planning. Educational Facilities Digest 7.
ED 123 698 (EA)

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ED 112 454 (EA)

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ED 120 893 (EA)

The Law of Procedure in Student Suspensions and Expulsions. NOLPE Monograph Series. ERIC/CEM State-of-the-Knowledge Series, Number Thirty-four.
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ED 125 043 (EA)

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ED 150 672 (EA)

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Budgeting for School Media Centers: An Annotated Bibliography.
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School Desegregation and Organization: An Annotated Bibliography of Doctoral Dissertations.
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Alternative Uses of School Buildings. Educational Facilities Digest 11.
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ED 145 600 (EC)

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EJ 090 922 (CE)

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A Study of Locally Identified Needs for Institutional Improvement in the States of New Hampshire and Vermont: A Planning Document.
ED 114 400 (SP)

Systems Change Strategies for the Helping Professional.
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School Taxes

School Financial Elections. The Best of ERIC, Number 31.
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ED 131 517 (EA)

Vandalism Prevention. ACSA School Management Digest, Series 1, Number 2. ERIC/CEM Research Analysis Series, Number 29.
ED 137 894 (EA)

Vandalism Prevention. NAESP School Leadership Digest Second Series, No. 1. ERIC/CEM Research Analysis Series, No. 16.
ED 111 051 (EA)

Vandalism Prevention. The Best of ERIC, Number 20.
ED 127 658 (EA)

Science Education

Energy Investigations for the Classroom.
ED 130 833 (SE)

Evaluation in Science Education.
ED 114 260 (SE)

Heuristic Learning and Science Education. Occasional Paper Series.
ED 123 127 (SE)

National Association for Research in Science Teaching 48th Annual Meeting, Abstracts of Presented Papers.
ED 114 258 (SE)

National Association for Research in Science Teaching 49th Annual Meeting, Abstracts of Presented Papers.
ED 120 021 (SE)

National Association for Research in Science Teaching. 50th Annual Meeting, Abstracts of Presented Papers.
ED 137 109 (SE)

The NSF Science Education Controversy: Issues, Events, Decisions.
ED 135 674 (SO)

Reflections on Science Education. 1976 AETS Yearbook.
ED 120 012 (SE)

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ED 123 128 (SE)

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ED 116 965 (SE)

A Summary of Research in Science Education-1973.
ED 113 140 (SE)

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ED 134 398 (SE)

Teaching Activities in Environmental Education. Volume III - 1975.
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Screening Tests

Discovery and Nurturance of Giftedness in the Culturally Different.
ED 145 621 (EC)

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ED 110 160 (PS)

Search and Seizure

The Law of Procedure in Student Suspensions and Expulsions. NOLPE Monograph Series. ERIC/CEM State-of-the-Knowledge Series, Number Thirty-four.
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A Directory of Information on Tests. TM Report 62.
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ED 110 096 (IR)

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ED 125 268 (FL)

American Doctoral Dissertations in Foreign Language Education, 1965-1974: An Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 36.
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ED 142 621 (UD)

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ED 140 616 (FL)

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Feature Films in Second Language Instruction. CAL-ERIC/CLL Series on Languages and Linguistics, No. 47.
ED 136 585 (FL)

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ED 138 113 (FL)

Graduate Theses and Dissertations in English as a Second Language: 1975-1976. CAL-ERIC/CLL Series on Languages and Linguistics. No. 45.
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Translation as a Career Option for Foreign Language Majors. CAL-ERIC/CLL Series on Languages and Linguistics, No. 37.
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ED 135 666 (SE)

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A National Survey of the Environmental Knowledge and Attitudes of Fifth Year Pupils in England.
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Alternatives in English: A Critical Appraisal of Elective Programs. ERIC/RCS Information Analysis Series: Group 1.
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The Computer and Guidance in the United States: Past, Present, and a Possible Future.
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Security

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Vandalism Prevention. ACSA School Management Digest, Series 1, Number 2. ERIC/CEM Research Analysis Series, Number 29.
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Self Actualization

Adult Learning: Issues and Innovations. Information Series No. 8.
ED 131 197 (CE)

A Look at Children in China.
ED 121 478 (PS)

Reflections on Science Education. 1976 AETS Yearbook.
ED 120 012 (SE)

Self Concept

Writing about Ourselves and Others.
ED 141 831 (CS)

Senior Citizens

Senior Power at North Hennepin
EJ 136 391 (JC)

Teaching about Aging.
ED 135 682 (SO)

Sensitivity Training

Perception and Communication.
ED 125 011 (CS)

Services

Directory of Social Studies/Social Science Service Organizations. SSEC No. 177.
ED 115 519 (SO)

Severely Handicapped

Developing Skills in Severely and Profoundly Handicapped Children.
ED 152 030 (EC)

Sex Differences

Mathematics Learning: What Research Says About Sex Differences. Mathematics Education Reports.
ED 128 195 (SE)

Sex Role Socialization in Early Childhood.
ED 148 472 (PS)

Sex Discrimination

Implementing Title IX. ACSA School Management Digest, Series 1, Number 8. ERIC/CEM Research Analysis Series, Number 35.
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ED 132 910 (HE)

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Women's Athletics: Bibliographies on Educational Topics, No. 2.
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Sex Role

Counseling Women for Nontraditional Careers.
ED 150 533 (CG)

Profile of the Mexican American Woman.
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ED 148 472 (PS)
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ED 148 473 (PS)

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Shared Services
Facilities for Community Services. Educational Facilities Digest 10.
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ED 121 098 (FL)

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ED 126 891 (IR)

Skill Centers
Learning Skills Centers: A CCCC (Conference on College Composition and Communication) Report.
ED 130 276 (CS)

Skill Development
Developing Skills in Severely and Profoundly Handicapped Children.
ED 152 030 (EC)
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ED 115 408 (RC)

Social Adjustment
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Social Agencies
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Social Behavior
Assertiveness Training.
ED 150 531 (CG)

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A Crosscultural Analysis of the Child Care System.
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Social Relations
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ED 137 859 (CS)
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Directory of Social Studies/Social Science Service Organizations. SSEC No. 177.
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Selective Bibliography in Economics Resources.
ED 148 655 (SO)
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ED 128 293 (SP)
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The Trouble with Title XX: A Review of Child Daycare Policy.
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The Era of the New Social Studies.
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ED 148 654 (SO)
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ED 150 030 (SO)
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Bilingual/ESL Programs for Migrant Children.
ED 134 351 (RC)

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ED 143 619 (SP)

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ED 114 445 (UD)

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Outdoor Education, a Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.
ED 118 306 (RC)

Outdoor Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.
ED 136 971 (RC)

Preparing Teachers of Mexican Americans: A Sociocultural and Political Issue.
ED 131 996 (RC)

Preservice Programs for Educational Personnel Going Into Rural Schools.
ED 135 506 (RC)

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ED 118 330 (RC)

Profile of the Mexican American Woman.
ED 119 888 (RC)

Rural Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2.
ED 125 808 (RC)

School Management Options for American Indians.
ED 115 407 (RC)

Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2.
ED 125 807 (RC)

Strengthening the Small Rural School.
ED 115 408 (RC)

Work Experience and Career Education Programs for Migrant Children.
ED 118 289 (RC)

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Adult Learning: Issues and Innovations. Information Series No. 8.
ED 131 197 (CE)

Career Initiation in Association with Alienation from Secondary Schools. B. Measures for the Evaluation of a Model.
ED 117 309 (CE)

Career Initiation in Association with Alienation from Secondary Schools: A. An Operational Model and Its Literature. Information Analysis No. 5A.
ED 113 527 (CE)

Certification, Credentialing, Licensing and the Renewal Process. Proceedings of a Conference Sponsored by Northwest Adult Education Association, Washington Continuing Education Association, ERIC Clearinghouse in Career Education (Seattle, Washington, February, 1976).
ED 129 971 (CE)

Choice and Decision Processes and Careers. Information Series No. 7.
ED 120 338 (CE)

The Computer and Guidance in the United States: Past, Present, and a Possible Future.
ED 095 372 (CE)

Directory of Resources in Adult Education 1976.
ED 131 182 (CE)

Directory of Resources in Adult Education.
ED 097 413 (CE)

Key Resources in Career Education: An Annotated Guide.
ED 138 752 (CE)

Learning How to Learn in Adult Education. Information Series No. 10.
ED 132 245 (CE)

Preparing and Selecting Printed Educational Materials for Adult New Readers. Information Series No. 9.
ED 132 244 (CE)

Research and Investigation in Adult Education: 1976 Annual Register.
ED 131 181 (CE)

Structure and Technology for Facilitating Human Development Through Career Education. With a List of Innovative Programs and a Bibliography of Relevant ERIC Literature.
ED 115 740 (CE)

Teaching Interviewing for Career Preparation.
ED 125 008 (CS)

Training Teachers of Adults: Models and Innovative Programs. Occasional Papers. Number 46.
ED 131 184 (CE)

Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education.

Adult Learning: Issues and Innovations. Information Series No. 8.
ED 131 197 (CE)

Learning How to Learn in Adult Education. Information Series No. 10.
ED 132 245 (CE)

Preparing and Selecting Printed Educational Materials for Adult New Readers. Information Series No. 9.
ED 132 244 (CE)

Northwest Adult Education Association.

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Teaching the Special Child in Regular Classrooms.
ED 136 902 (PS)

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Community Involvement in Teacher Education: A Study of the Models.
ED 121 708 (SP)

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Algorithmic Learning.
ED 113 152 (SE)

Metric Education Activities in State and Territorial Departments of Education - A Survey.
ED 104 719 (SE)

Research Reporting Sections, Annual Meeting of National Council of Teachers of Mathematics (54th, Atlanta, Georgia, April 21-24, 1976).
ED 120 001 (SE)

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ED 135 670 (SE)

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Adult and Continuing Education: The Next Ten Years. Information Series No. 114.
ED 149 183 (CE)

Adult Education Teaching Techniques. Information Series No. 110.
ED 149 180 (CE)

Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.
ED 149 193 (CE)

Career Education: The Role of School-Related Youth Groups and Voluntary Organizations. Information Series No. 108.
ED 149 178 (CE)

Competency-Based Vocational Education: A Review. Information Series No. 115.
ED 149 184 (CE)

Cooperative Education: A Review. Information Series No. 116.
ED 149 185 (CE)

The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
ED 149 191 (CE)

Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.
ED 149 181 (CE)

Information Resources for Education. First Edition. Information Series No. 123.
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ED 149 190 (CE)

Metrics for Occupations. Information Series No. 118.
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ED 149 182 (CE)

Program Evaluation in Vocational Education: A Review. Information Series No. 117.
ED 149 186 (CE)

Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
ED 149 176 (CE)

Research in Career Education: The State of the Art. Information Series No. 106.
ED 149 177 (CE)

Sex Fairness in Career Education. Information Series No. 109.
ED 149 179 (CE)

Sex Fairness in Vocational Education. Information Series No. 120.
ED 149 189 (CE)

Vocational Education for the Handicapped: A Review. Information Series No. 119.
ED 149 188 (CE)

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

[ERIC Abstracts:] ERIC Document Resumes on School Vandalism and Violence. ERIC Abstract Series, Number 36.
ED 131 517 (EA)

Accountability and Testing. NAESP School Leadership Digest Second Series, Number 5. ERIC/CEM Research Analysis Series, Number 20.
ED 116 263 (EA)

Administrative Implications of Mainstreaming. NAESP School Leadership Digest Second Series, Number 7. ERIC/CEM Research Analysis Series, Number 22.
ED 120 899 (EA)

Advisory Committees. The Best of ERIC, Number 30.
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Alternative Education. The Best of ERIC Series, Number 11.
ED 111 052 (EA)

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ED 128 876 (EA)

Alternative Uses of School Buildings. Educational Facilities Digest 11.
ED 128 877 (EA)

Alternatives to Suspension. The Best of ERIC, Number 27.
ED 136 421 (EA)

The Best of the Best of ERIC.
ED 136 325 (EA)

Building Renovation and Modernization. Educational Facilities Digest 12.
ED 131 522 (EA)

The Busing Controversy. [NAESP] School Leadership Digest [Second Series, Number 6. ERIC/CEM Research Analysis Series, Number 21.]
ED 116 264 (EA)

Busing for Desegregation. The Best of ERIC, Number 15.
ED 117 784 (EA)

The Changing Middle School. The Best of ERIC Series, Number 13.
ED 114 905 (EA)

Collective Negotiations and the Principal. NAESP School Leadership Digest Second Series, Number 9. ERIC/CEM Research Analysis Series, Number 24.
ED 123 738 (EA)

Community Involvement in Educational Governance. [NAESP] School Leadership Digest Second Series, Number 2. [ERIC/CEM Research Analysis Series, Number 17].
ED 112 455 (EA)

Community Participation in Planning. Educational Facilities Digest 7.
ED 123 698 (EA)

Community Schools. The Best of ERIC, Number 22.
ED 130 374 (EA)

Competency-Based Education. The Best of ERIC, Number 25.
ED 133 836 (EA)

Competency-Based Education: Theory & Practice. ACSA School Management Digest, Series 1, Number 9. ERIC/CEM Research Analysis Series, Number 36.
ED 149 413 (EA)

Computerized Planning Methods. Educational Facilities Digest 3.
ED 119 283 (EA)

Conflicting Moralities in Education. ACSA School Management Digest, Series 1, Number 1. ERIC/CEM Research Analysis Series, Number 28.
ED 137 893 (EA)

Conflicting Moralities in Education. NAESP School Leadership Digest Second Series, Number 11. ERIC/CEM Research Analysis Series, Number 26.
ED 127 657 (EA)

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ED 114 952 (EA)

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ED 112 454 (EA)

Declining Enrollments. The Best of ERIC, Number 23.
ED 131 523 (EA)

Directory of Organizations and Personnel in Educational Management. Fifth Edition.
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Educational Specifications, Educational Facilities Digest 6.
ED 123 697 (EA)

Energy Conservation. Educational Facilities Digest 9.
ED 126 553 (EA)

Energy Conservation. The Best of ERIC, Number 19.
ED 125 099 (EA)

Enrollment Forecasting. Educational Facilities Digest 1.
ED 117 782 (EA)

ERIC Abstracts: ERIC Document Resumes on Energy Conservation and the Schools ERIC Abstract Series, Number 35.
ED 120 894 (EA)

ERIC Abstracts: ERIC Document Resumes on Staff Evaluation. ERIC Abstract Series, Number Thirty-seven.
ED 131 518 (EA)

ERIC Abstracts: ERIC Document Resumes on Student Rights and Responsibilities. ERIC Abstracts Series, Number 34.
ED 120 893 (EA)

Evaluating the Existing School Plant. Educational Facilities Digest 2.
ED 117 783 (EA)

Facilities for Community Services. Educational Facilities Digest 10.
ED 128 872 (EA)

Facilities for Mainstreaming the Handicapped. Educational Facilities Digest 13.
ED 132 643 (EA)

Facilities for Special Education. Educational Facilities Digest 14.
ED 133 809 (EA)

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ED 120 895 (EA)

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ED 146 663 (EA)

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ED 114 906 (EA)

Improving School Climate. The Best of ERIC, Number 32.
ED 146 664 (EA)

Issues in Basic Education. NAESP School Leadership Digest Second Series, Number 12. ERIC/CEM Research Analysis Series, Number 27.
ED 128 873 (EA)

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ED 146 661 (EA)

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ED 111 049 (EA)

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ED 150 672 (EA)

Life-Cycle Costing. Educational Facilities Digest 5.
ED 120 896 (EA)

Making Your Busing Plan Work: A Guide to Desegregation. ACSA School Management Digest, Series 1, Number 10. ERIC/CEM Research Analysis Series, Number 37.
ED 149 414 (EA)

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ED 140 381 (EA)

Management by Objectives. NAESP School Leadership Digest Second Series, Number 3. ERIC/CEM Research Analysis Series, Number 18.
ED 114 904 (EA)

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ED 137 896 (EA)

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ED 125 069 (EA)

Participative Decision-Making. Research Action Brief Number 2.
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PR for School Board Members. A Guide for Members of Boards of Education and School Administrators to Improve and Strengthen School Information Programs. Volume 8: AASA Executive Handbook Series. ERIC/CEM State-of-the-Knowledge Series, Number Thirty-Three.
ED 127 656 (EA)

The Principal's Role as an Instructional Leader. ACSA School Management Digest, Series 1, Number 3. ERIC/CEM Research Analysis Series, Number 30.
ED 137 895 (EA)

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ED 143 101 (EA)

Review and Analysis of the Role, Activities, and Training of Educational Linking Agents. Final Report.
ED 128 871 (EA)

School Administrators and the Courts: A Review of Recent Decisions. ERS Monograph. Series, No. 3. ERIC/CEM State-of-the-Knowledge Series, No. 30.
ED 111 048 (EA)

School District Governance: How Democratic? Research Action Brief Number 3.
ED 144 169 (EA)

School Financial Elections. Research Action Brief Number 1.
ED 140 434 (EA)

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ED 145 504 (EA)

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Staff Development. The Best of ERIC, Number 26.
ED 135 067 (EA)

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ED 137 897 (EA)

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ED 126 551 (EA)

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ED 119 287 (EA)

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Russell Sage Foundation, New York, N.Y.

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Social Science Education Consortium, Inc., Boulder, Colo.

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Directory of Social Studies/Social Science Service Organizations. SSEC No. 177.
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ED 141 191 (SO)

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Review of Research in Social Studies Education: 1970-1975. Bulletin 49.
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ED 148 654 (SO)

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Successful Models and Materials for Elementary Social Studies.
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Speech Communication Association, Falls Church, Va.

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Speech Communication Association, New York, N.Y.

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ED 085 798 (CS)

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Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

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ED 114 113 (IR)

AECT Abstracts of Research Papers Presented at the Association for Educational Communications and Technology Annual Conventions, 1970 through 1974.
ED 111 442 (IR)

AECT Research Abstracts, 1976. Prepared for the Association for Educational Communications and Technology Annual Meeting (Anaheim, California, March 29 through April 2, 1976).
ED 119 692 (IR)

An Alerting Service Bibliography on Libraries and Media. Fifth Edtion.
ED 118 112 (IR)

An Alerting Service Bibliography on Libraries and Media. Number Eight.
ED 130 679 (IR)

An Alerting Service Bibliography on Libraries and Media. Number Four.
ED 112 949 (IR)

An Alerting Service Bibliography on Libraries and Media. Number Seven.
ED 126 903 (IR)

An Alerting Service Bibliography on Libraries and Media. Number Six.
ED 121 338 (IR)

Alerting Service Bibliography on Libraries and Media. Number 3.
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Alternative Designs for Instructional Technology Research.
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An Annotated Bibliography of Recent Continuing Education Literature.
ED 129 213 (IR)
An Annotated Gathering of the Best of ERIC on Research on Television.
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The Best of ERIC on Library Services to Native Americans.
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Productive Delivery Systems for Nontraditional Learning.
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Public Libraries and New Media: A Review and References.
ED 115 282 (IR)
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A Selected Bibliography on Multitype Library Service, 1970-1975.
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Selected Films and Filmstrips on Four Ethnic American Minorities (Afro, Indian, Oriental, and Spanish-Speaking).
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ED 127 974 (IR)

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Audiovisual Materials in Support of Information Science Curricula: An Annotated Listing with Subject Index. Second Edition, Revised and Expanded.
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Audiovisual Resources for Teaching Instructional Technology: An Annotated Listing.
ED [illegible] 337 (IR)
Children's Television: The Best of ERIC.
ED [illegible] 254 (IR)
Information Counseling: The Best of ERIC.
ED 152 336 (IR)
Learning Resources Centers: Best of ERIC. A Selected, Annotated Bibliography.
ED 154 824 (IR)
A Process for Developing a Competency Based Educational Program for Media Professionals.
ED 149 740 (IR)

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Training Teachers of Adults: Models and Innovative Programs. Occasional Papers. Number 46.
ED 131 184 (CE)

Teachers of English to Speakers of Other Languages.

Graduate Theses and Dissertations in English as a Second Language: 1975-1976. CAL-ERIC/CLL Series on Languages and Linguistics. No. 45.
ED 136 569 (FL)
Teaching English to Speakers of Other Languages in the United States, 1975: A Dipstick Paper. CAL-ERIC/CLL Series on Languages and Linguistics, No. 39.
ED 129 071 (FL)
Testing in English as a Second Language: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 40.
ED 135 206 (FL)

Washington Continuing Education Association.

Certification, Credentialing, Licensing and the Renewal Process. Proceedings of a Conference Sponsored by Northwest Adult Education Association, Washington Continuing Education Association, ERIC Clearinghouse in Career Education (Seattle, Washington, February, 1976).
ED 129 971 (CE)

ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on ***Adult, Career, and Vocational Education***
Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Career education, formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge, and specific vocational and occupational skills; adult and continuing education, formal and informal, relating to occupational, family, leisure, citizen, organizational, and retirement roles; vocational and technical education, including new sub-professional fields, industrial arts, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services*
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Early Childhood Education*
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children.

ERIC Clearinghouse on *Educational Management*
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators, tasks, and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Handicapped and Gifted Children*
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Aurally handicapped, visually handicapped, mentally handicapped, physically handicapped, emotionally disturbed, speech handicapped, learning disabilities, and the gifted; behavioral, psychomotor, and communication disorders, administration of special education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional; general studies on creativity.

ERIC Clearinghouse on *Higher Education*
George Washington University
One Dupont Circle, Suite 630
Washington, D. C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and instructional problems and programs, faculty, institutional research. Federal programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finance, evaluation, interinstitutional arrangements, and management of higher educational institutions.

ERIC Clearinghouse on *Information Resources*
Syracuse University
School of Education
Area of Instructional Technology
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries; the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse for *Junior Colleges*
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of public and private community junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on *Languages and Linguistics*
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
Telephone: (703) 528-4312

Languages and linguistics. Instructional methodology, psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycho-linguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly taught languages including English for speakers of other languages.

ERIC Clearinghouse on *Reading and Communication Skills*
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills, preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication – forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on *Rural Education and Small Schools*
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
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Education of Indian Americans, Mexican Americans, Spanish Americans, and migratory farm workers and their children; outdoor education; economic, cultural, social, or other factors related to educational programs in rural areas and small schools; disadvantaged of rural and small school populations.

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ERIC Clearinghouse on *Teacher Education*
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 616
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ERIC Clearinghouse on *Tests, Measurement, and Evaluation*
Educational Testing Service
Princeton, New Jersey 08540
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Tests and other measurement devices; evaluation procedures and techniques; application of tests, measurement, or evaluation in educational projects or programs.

ERIC Clearinghouse on *Urban Education*
Box 40
Teachers College, Columbia University
525 W. 120th Street
New York, New York 10027
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The relationship between urban life and schooling; the effect of urban experiences and environments from birth onward; the academic, intellectual, and social performance of urban children and youth from grade three through college entrance (including the effect of self concept, motivation, and other affective influences); education of urban, Puerto Rican and Asian American populations, and rural and urban black populations; programs and practices which provide learning experiences designed to meet the special needs of diverse populations served by urban schools and which build upon their unique as well as their common characteristics; structural changes in the classroom, school, school system, and community and innovative instructional practices which directly affect urban children and youth; programs, practices, and materials related to economic and ethnic discrimination, segregation, desegregation, and integration in education; issues, programs, practices, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

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